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ABSTRACT

The North Carolina State Board of Education, as part of the Quality Assurance Program established a computer proficiency requirement for diplomas issued to the high school classes of 2001 and beyond. The North Carolina Tests of Computer Skills (multiple-choice and performance) must be administered at the end of grade eight with subsequent opportunities during high school, as needed. The multiple choice test assesses: word processing; keyboarding; database use; spreadsheet use; telecomputing skills; societal issues; ethics; terms, operation, and care of computers; and use of computers in various curricular areas. The performance test consists of four parts: keyboarding techniques; word processing/editing; database use; and spreadsheet use. This document reports the performance of students in the class of 2001 as ninth graders and the class of 2002 as eighth graders on the computer skills test. Findings are highlighted in the following categories: 1997-98 student performance; student performance by ethnicity; comparison of 8th and 9th grade performance; student performance by gender; student performance by student characteristics; performance of limited English proficient students; performance of exceptional students; modifications for students with disabilities; and modifications for students with limited English proficiency. Thirty-two figures and tables make up the body of the report. Sample questions for the Tests are included, and a list of charter schools is appended. (AEF)

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Report of Student Performance North Carolina Tests of Computer Skills

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Reporting on the Classes of 2001-2002 for the state and 117 public school systems and 35 charter schools

Published June 1999

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www.dpi.state.nc.us
State Board of Education
Department of Public Instruction
Office of Instructional and Accountability Services
Division of Accountability Sevices/Testing Section
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1997-98 Report of Student Performance

North Carolina Tests of Computer Skills

June, 1999

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Office of Instructional and Accountability Services
Division of Accountability Services / Testing Section

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Mildred Bazemore, Chief of the Testing Section, and Monica Geary, Education Research and Evaluation Consultant at NCDPI provided invaluable guidance in content and design. Dr. Stephen Blackwelder, Education Research and Evaluation Consultant with TOPS, serves as liaison with NCDPI and leads the Analysis Group at TOPS. Betty Marsh and Andrea Barefoot, Statistician/Analysts with the Analysis Group, provided the statistical data and conducted the analyses presented here. Karen Eller, Social Research Associate with the Analysis Group, produced the statistical graphics and directed quality control for this report. Anthony Wells, Research Assistant with the Analysis Group, assisted in coordinating the test data and in quality control. Jeff LaBelle provided the cover and divider page graphics.

Thanks are due especially to the Regional Accountability Coordinators, and the Test Coordinators and Accountability staff at the 117 public school systems and the many charter schools who went to unprecedented lengths to organize, audit and confirm the data presented here. This report could not exist without the dedication of these professionals.

Executive Summary
The 1997-98 Report of Student Performance
North Carolina Tests of Computer Skills

Background

- The State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October of 1995, the Board modified the requirement by making it effective beginning with the graduating class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma.
- The first opportunity to meet the computer skills proficiency requirement arises during eighth grade. Passing the computer skills standard is defined as passing both the multiple-choice and performance portions of the NC Tests of Computer Skills.
- The Class of 2001 completed the eighth grade at the end of the 1996-97 school year. The Class of 2002 completed the eighth grade at the end of the 1997-98 school year.

Findings for Eighth Grade

- For the 1997-98 school year, 77.5 percent of students who took the tests met the requirement at the end of grade eight.
- There were disparities in performance among subgroups. The Black (58.1%), Hispanic (58.3%), and American Indian (62.2%) subgroups had lower percentages passing the proficiency requirement than the Multi-Racial (77.7%), Asian (77.9%), and White (87.1%) subgroups.
- A higher percentage of females (81.5%) than males (73.8%) passed the proficiency requirement.

Findings for Ninth Grade

- For the 1997-98 school year, 81.8 percent of students who took the tests had met the requirement by the end of grade nine.
- There were disparities in performance among subgroups. The Hispanic (63.0%), Black (65.9%), and American Indian (68.4%) subgroups had lower percentages passing the proficiency requirement than the Multi-Racial (79.9%), Asian (82.6%), and White (89.6%) subgroups.
- A higher percentage of females (85.4%) than males (78.3%) passed the proficiency requirement.

Students with Limited English Proficiency

- Approximately a third (38.6%) of the students meeting the Limited English Proficiency requirement passed the tests at the end of grade eight. At the end of grade nine, 36.8 percent of the students meeting the Limited English Proficiency requirement passed the tests.

The 1997-98 Report of Student Performance
North Carolina Tests of Computer Skills

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Introduction

The State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October of 1995, the Board modified the requirement by making it effective beginning with the graduating class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma. The requirement is based on the kindergarten through grade 8 competencies of the K-12 computer skills curriculum approved in July 1992 by the State Board of Education. These competencies are defined in the North Carolina *Standard Course of Study* (SCS). The goals of the requirement are to ensure that: (1) most students enter high school with sufficient computer skills, and (2) no student exits North Carolina high schools without sufficient computer skills.

The North Carolina Tests of Computer Skills (multiple-choice and performance) must be administered by the end of grade eight with subsequent opportunities during high school, as needed, to allow students to satisfy the requirement before completing their senior year in high school. The multiple-choice test assesses (1) word processing, (2) keyboarding, (3) database use, (4) spreadsheet use, (5) telecomputing skills, (6) societal issues, (7) ethics, (8) terms, operations, and care of computers, and (9) the use of computers in various curricular areas. The performance test consists of four parts: keyboarding techniques, word processing/editing, database use, and spreadsheet use.

Computers have become an integral part of today's world, both in the home and in the marketplace; therefore, computer proficiency is necessary for graduates of North Carolina's high schools.

Initially, in order to meet the requirement, students were required to achieve a scale score on the performance part of the test equal to or greater than 49 ***and*** a combined scale score equal to or greater than 46. Under the old standard when the pass/fail status was assigned, it was assigned for student performance for both parts of the test. The multiple-choice and performance parts of the test were not separate but considered together in determining a student's pass/fail status.

At the recommendation of the Computer Skills Advisory Committee, after input from educators and others, the State Board of Education modified the standard for passing the computer skills requirement effective July 1, 1997. The modified standard requires that the test be separated into two tests: a multiple-choice test and a performance test. Either test may be passed independently of the other. To pass under the new standard, a student must achieve a performance test scale score of 49 or above ***and*** a multiple-choice test scale score of 47 or above.

When documented through the Individualized Education Program (IEP), students with disabilities may fulfill the computer skills proficiency requirement through the use of portfolio assessment.

The purpose of this document is to report the performance of students in the class of 2001 as ninth graders and the class of 2002 as eighth graders on the computer skills tests. Sample questions have been included in the report to provide examples of items on the tests.

Background

Definitions

- The first opportunity to meet the computer skills proficiency requirement is during the eighth grade. Passing the computer skills standard is defined as passing both the multiple-choice and performance tests.
- The Class of 2001 completed the eighth grade at the end of the 1996-97 school year. The Class of 2002 completed the eighth grade at the end of the 1997-98 school year.

The Standard

- Beginning with the fall of 1997 testing, a student must have a scale score of at least 47 on the multiple-choice test and a scale score of at least 49 on the performance test.
- Students are retested only on the test that they have not passed.

Computer Skills Requirement Guidelines

- Beginning with students in the eighth grade during the 1996-97 school year, in order to receive a North Carolina high school diploma, students must demonstrate computer skills proficiency.
- Each student must have at least one opportunity during the last month of the spring semester prior to graduation.
- Beginning with the eighth grade, a student must be provided focused instructional assistance (remediation) when the student has not passed the multiple-choice or performance tests until the proficiency requirement has been met.

Testing Modifications

- Modifications are available for students with disabilities, students identified under Section 504 of the Rehabilitation Act of 1973, and students who are Limited English Proficient.
- Modifications must be developed in accordance with *Testing Modifications and Accommodations for Students with Limited English Proficiency*.
- The need for modifications and accommodations must be documented (for example, in the student's Individualized Education Program (IEP) or Written Accommodation Plan). Modifications should be consistent with routine instructional use and must not violate the intent of the test.

The Computer Skills Portfolio

- The expectation is that all students will take the test during the eighth grade. The portfolio assessment is available for students with disabilities (only) with documentation on the Individualized Education Program (IEP).
- The portfolio assessment is available for those students with disabilities (only) who cannot take the test under standard administration conditions or with the modifications provided for the tests.

The Computer Skills Portfolio (continued)

- The purpose of portfolio assessment is not to provide an easier alternative to demonstrating competency, but to provide an appropriate alternative that meets the same high standards as the tests.
- All modifications and/or the need for portfolio assessment must be documented.
- There is no time limit for completion of the portfolio except that successful completion is required prior to graduation.
- The expectation is that work to be included in the portfolio will be completed within the school setting over a period of time. The student's teacher and principal must verify the authenticity of the student's portfolio work.

Scoring Portfolios

- The LEA is responsible for scoring all portfolios for that system.
- The LEA test coordinator, the exceptional children's administrator, and the computer coordinator provide direction for the scoring and approval process for completed portfolios. The LEA may involve other personnel as deemed appropriate.

Exemptions from Testing

- Exemption from testing **does not** exempt students from the graduation requirement. Exemption from the computer proficiency requirement denies the opportunity for the student to meet one of the requirements for a North Carolina high school diploma.
- When a student is exempted, the parent and student are advised of the long-term consequences of exemption. LEAs are to reference the most recent publications of *Testing Modifications and Accommodations for Students with Disabilities* and *Guidelines for Testing Students with Limited English Proficiency* for proper procedures to follow for exemptions.

Resources Provided by NCDPI

- Lesson plans and staff development activities have been provided by the NCDPI since the computer skills curriculum was revised in 1992. Some of the lesson plans are available on the DPI InfoWeb (www.dpi.state.nc.us) and through the NCDPI Office of Publications.
- A released form of the computer skills test was provided to all LEAs. Copies have been provided at conferences and workshop presentations. In addition, a copy is available on the DPI InfoWeb.

Data Verification

- For the 1997-98 school year, the North Carolina Tests of Computer Skills were scored locally. Data for this report were compiled by aggregating the local data. Each LEA was asked to verify the number of students tested to provide an unduplicated count of students taking and passing the computer skills tests as of the end of the 1997-98 school year. All but five LEAs verified the data reported here.

Findings

1997-98 Student Performance

- For the 1997-98 school year, 77.5 percent of eighth graders and 81.8 percent of ninth graders had passed the Computer Skills proficiency requirement.
- As of the end of the 1997-98 school year, approximately 177,967 students had attempted both the multiple-choice and performance tests. Of these, 141,684 students passed both parts, for an overall passing rate of 79.6 percent.
- The percent of eighth graders passing the proficiency requirement increased from 74.8 percent in 1996-97 to 77.5 percent in 1997-98.

Student Performance by Ethnicity

- There were disparities in performance among subgroups of eighth graders and ninth graders.
- By the end of the 1997-98 school year, a smaller percentage of eighth graders had passed the proficiency requirement in the Black (58.1%), Hispanic (58.3%), and American Indian (62.2%) subgroups than in the Multi-Racial (77.7%), Asian (77.9%) and White (87.1%) subgroups.
- The percent of eighth graders passing the proficiency requirement improved for each ethnic subgroup from 1996-97 to 1997-98 except among students in the Asian subgroup. The percent of students passing the proficiency standard in the Asian subgroup fell by 3.7 percentage points while the percent passing in other subgroups increased by 2.3 percentage points on average.
- By the end of the 1997-98 school year, a smaller percentage of ninth graders had passed the proficiency requirement in the Hispanic (63.0%), Black (65.9%), and American Indian (68.4%) subgroups than in the Multi-Racial (79.9%), Asian (82.6%) and White (89.6%) subgroups.

Comparison of 8th and 9th grade performance

- The class of 2001 had the opportunity to pass the proficiency requirement in eighth grade in 1996-97. They were provided additional opportunities to pass in ninth grade in 1997-98.
- Statewide, 74.8 percent of students in the class of 2001 passed the requirement by the end of grade eight, with an additional seven percent passing by the end of grade nine, for a total of 81.8 percent passing. Considering only those students in the class of 2001 who had passed by the end of the 1997-98 school year, 91.4 percent (74.8/81.8) had passed by the end of grade eight.
- Considering the largest two ethnic subgroups, more White students in the class of 2001 who had passed by the end of the 1997-98 school year had passed by the end of grade eight (94.2%) than had Black students (83.5%). In the class of 2001, a higher percentage of Black than White students pass for the first time in ninth grade.

Student Performance by Gender

- More female than male students in both the class of 2001 and the class of 2002 have passed the proficiency requirement.
- At the end of grade eight, 81.5 percent of female students in the class of 2002 had passed the proficiency requirement, compared to 73.8 percent of male students.
- At the end of grade nine, 85.4 percent of female students in the class of 2001 had passed the proficiency requirement, compared to 78.3 percent of male students.

Student Performance by Student Characteristics

- Students were asked to indicate where they had learned computer skills. Students could report the source of their computer skills as "at home," "at a friend's house," "in a computer class at school," "in a regular class [at school]," "at computer camp," or at some other location. Multiple sources of skills could be marked.
- Most of the students responding to this question reported that they learned their computer skills in a computer class at school. Among eighth graders, of those who reported learning their computer skills in a computer class at school, approximately 79.0 percent passed the proficiency requirement. Among ninth graders, 84.1 percent passed the proficiency requirement. (Note that small numbers of responses among eighth graders but not ninth graders on these questions recommends that comparisons across grades be made with caution.)
- Approximately half as many students reported they had learned their computer skills at home. These students had the highest passing rate. Of eighth graders who obtained computer skills at home, approximately 89.5 percent passed the proficiency requirement. Of ninth graders, 91.7 percent passed the proficiency requirement.
- Approximately three-quarters of eighth and ninth graders reported they had access to a computer outside of class at least some of the time. Of eighth graders who reported they had access "all the time," 90.0 percent passed the proficiency requirement, compared to 60.1 percent passing who reported they had no access outside class. Of ninth graders who reported they had access "all the time," 93.2 percent passed the proficiency requirement, compared to 71.5 percent passing who reported they had no access outside class.

Performance of Limited English Proficient Students

- Of the 586 eighth grade Limited English Proficient students who attempted the proficiency requirement in the 1997-98 school year, 38.6 percent passed the requirement.
- Of the 600 Limited English Proficient students who attempted the tests by the end of the ninth grade in the 1997-98 school year, 36.8 percent passed the requirement.

Performance of Exceptional Students

- Ninety-nine percent of Academically Gifted students who attempted the proficiency requirement passed it (at eighth or ninth grades).
- At the end of eighth grade in the 1997-98 school year, the exceptionality classifications with more than half of students passing the requirement were Visually Impaired (68.3%), Hearing Impaired (51.1%), Other Health Impaired (52.2%), and Other Exceptional Classifications (50.5%). Specific Learning Disabled (48.7%), Orthopedically Impaired (46.5%), and Speech-Language Impaired (44.0%) classifications all had somewhat lower percentages of students passing the requirement. The percent of students classified Behaviorally-Emotionally Handicapped who passed the requirement was 29.9 and those classified Educable Mentally Handicapped who passed the requirement at the end of eighth grade was 7.5.
- At the end of ninth grade in the 1997-98 school year, the exceptionality classifications with more than half of students passing the requirement were Hearing Impaired (62.3%), Orthopedically Impaired (61.5%), Visually Impaired (57.6%), Specific Learning Disabled (57.6%), Speech-Language Impaired (57.5%), Other Health Impaired (59.6%), and Other Exceptional Classifications (65.6%). The percent of students classified Behaviorally-Emotionally Handicapped who passed the requirement was 36.9 and those classified Educable Mentally Handicapped who passed the requirement by the end of ninth grade was 12.3.

Modifications

- Students with disabilities or students who are Limited English Proficient may take tests under modified conditions provided the modifications are documented and do not violate the validity of the tests. Modifications are used routinely during classroom instruction. Students used a number of modifications during the computer skills tests administrations; some students used multiple modifications.

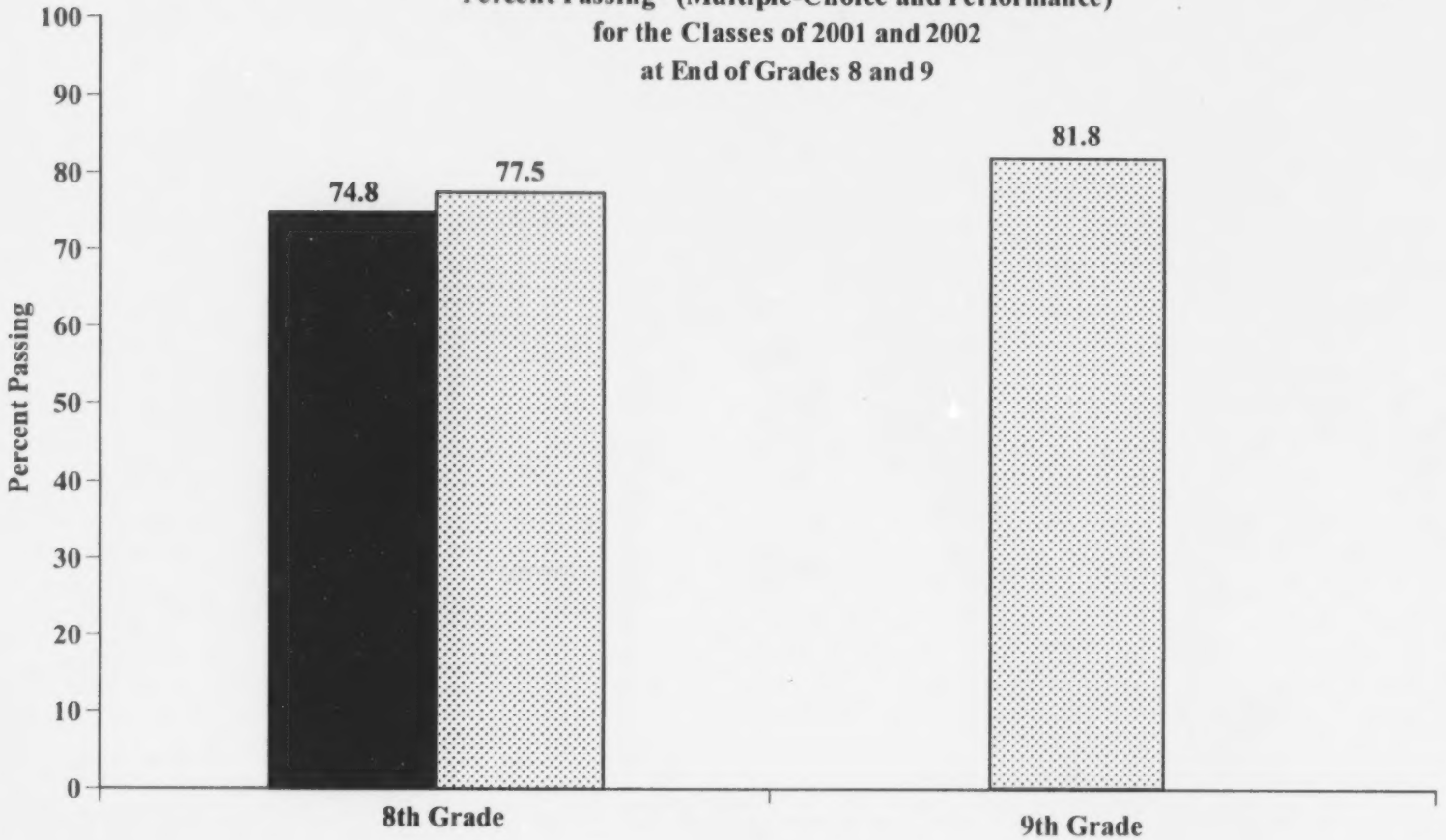
Modifications for Students with Disabilities

- For those eighth graders with disabilities taking the Tests of Computer Skills, the most often used modifications were Scheduled Extended Time, Testing in a Separate Room, Test Administrator Reads Test Aloud.
- For those ninth graders with disabilities taking the Tests, the most often used modifications were also Scheduled Extended Time, Testing in a Separate Room, Test Administrator Reads Test Aloud.

Modifications for Students with Limited English Proficiency

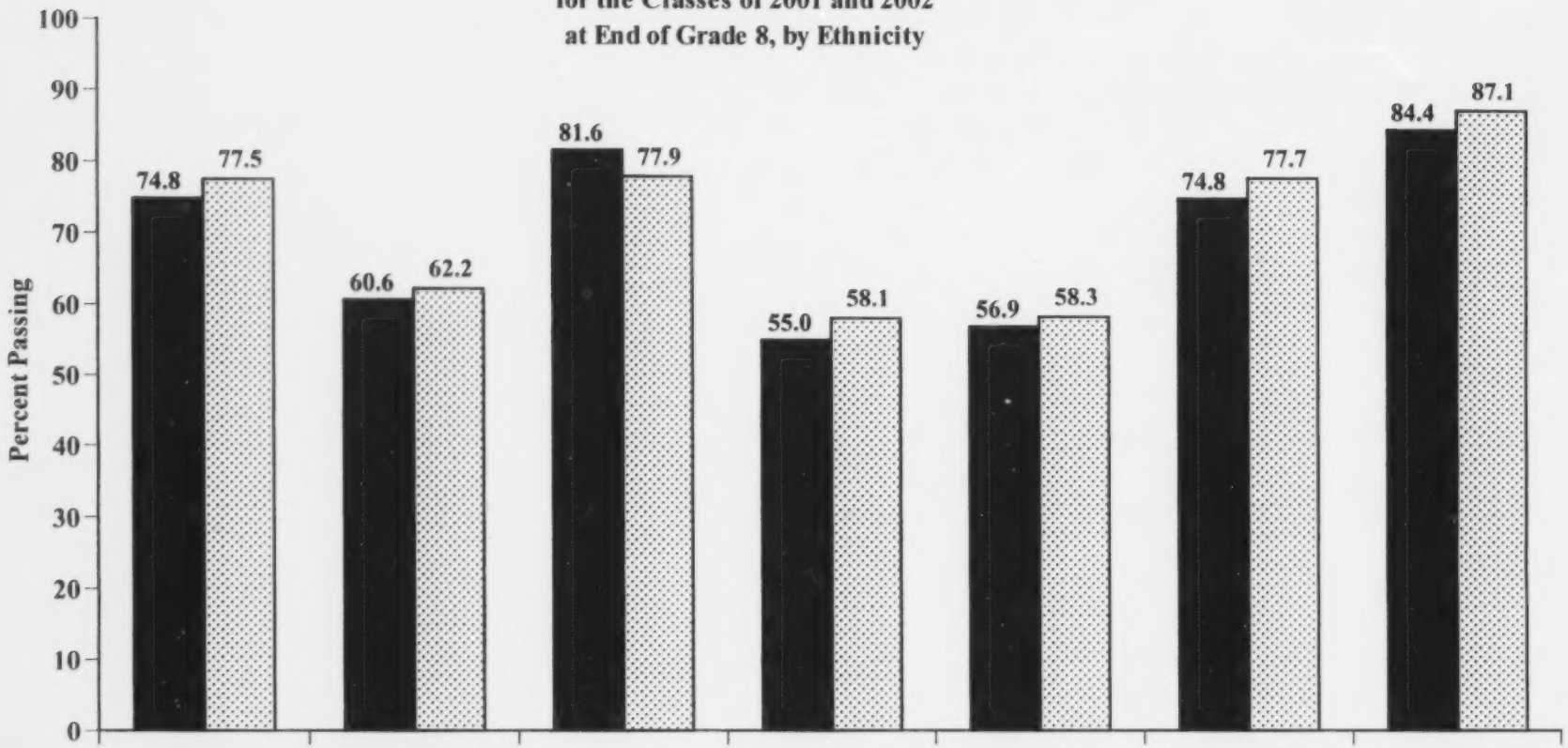
- For those eighth and ninth graders with Limited English Proficiency taking the Tests of Computer Skills, the most often used modifications were Testing in a Separate Room, Scheduled Extended Time, and Test Administrator Reads Test Aloud.

Figure 1. 1996-97 to 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance)
for the Classes of 2001 and 2002
at End of Grades 8 and 9



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Data received from LEAs after April 30, 1999 are not included in this figure.

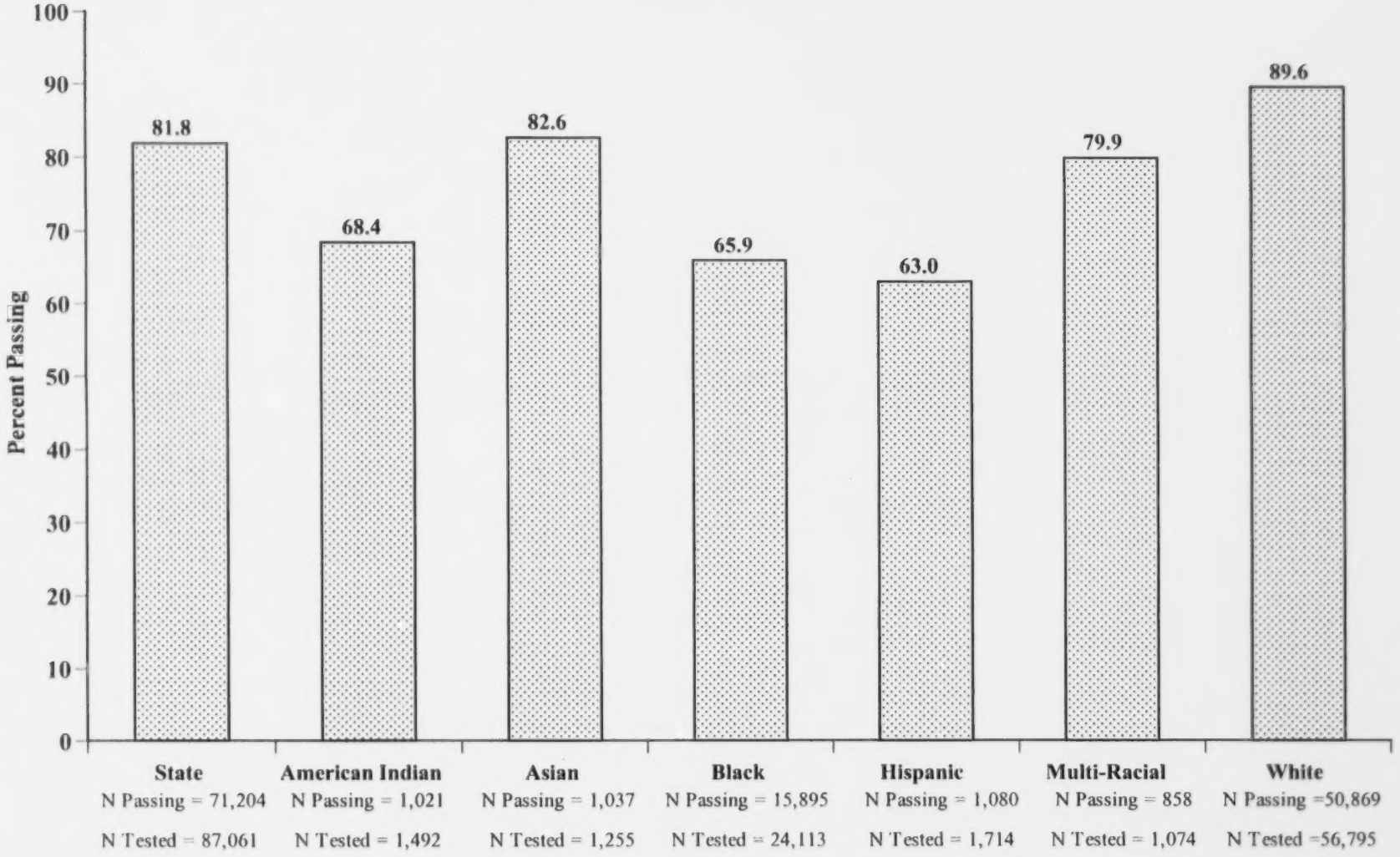
Figure 2. 1996-97 to 1997-98 North Carolina Tests of Computer Skills Percent Passing* (Multiple-Choice and Performance) for the Classes of 2001 and 2002 at End of Grade 8, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97 Class of 2001	N Passing =66,695	N Passing = 954	N Passing = 781	N Passing = 14,054	N Passing = 886	N Passing = 787	N Passing =48,491
	N Tested = 89,217	N Tested = 1,573	N Tested = 957	N Tested = 25,547	N Tested = 1,558	N Tested = 1,052	N Tested =57,421
1997-98 Class of 2002	N Passing =70,480	N Passing = 867	N Passing = 1,120	N Passing = 14,794	N Passing = 1,155	N Passing = 962	N Passing =51,282
	N Tested = 90,906	N Tested = 1,394	N Tested = 1,437	N Tested = 25,467	N Tested = 1,982	N Tested = 1,238	N Tested =58,910

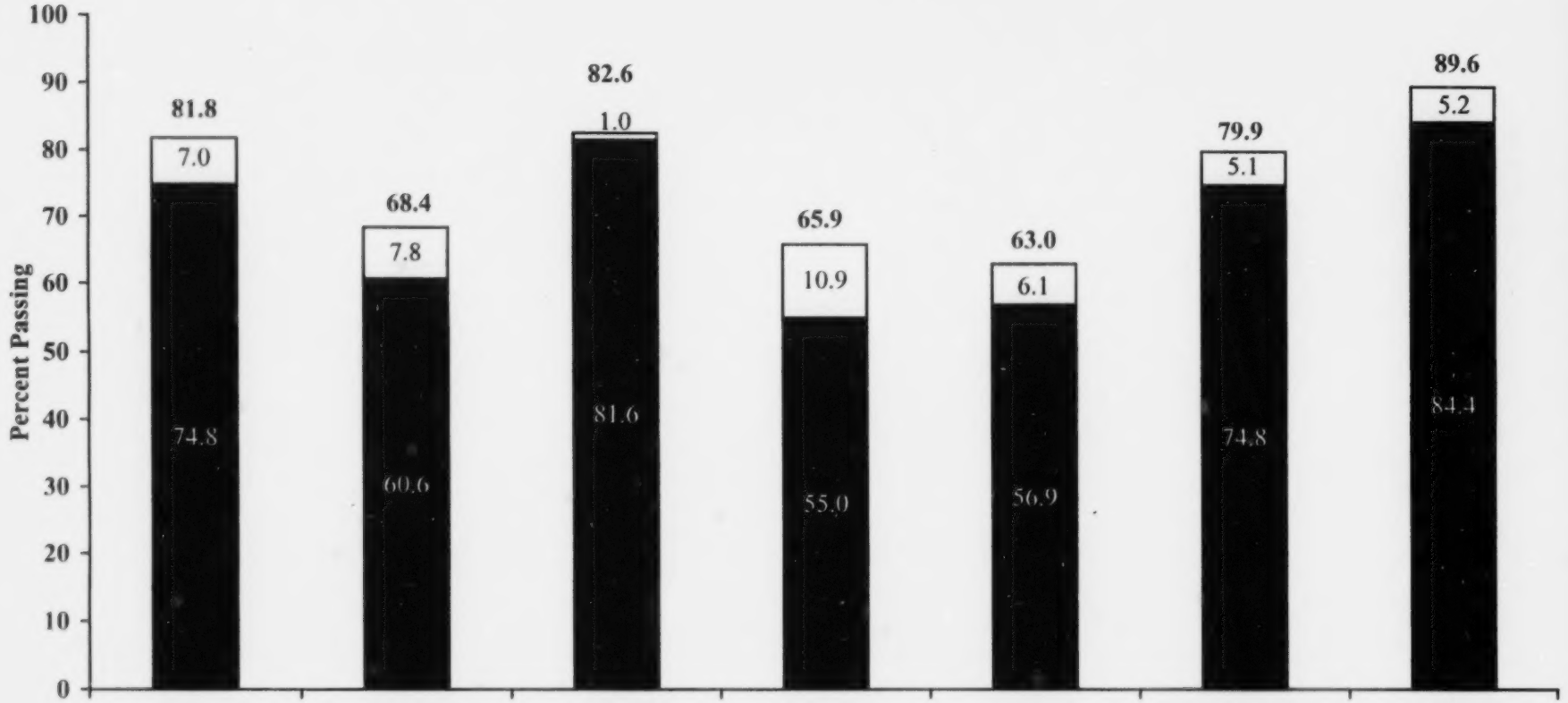
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated. Data received from LEAs after April 30, 1999 are not included in this figure.

Figure 3. 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance)
for the Class of 2001
at End of Grade 9, by Ethnicity



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Data received from LEAs after April 30, 1999 are not included in this figure.

Figure 4. 1996-97 to 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance)
for the Class of 2001, at End of Grades 8 and 9, by Ethnicity

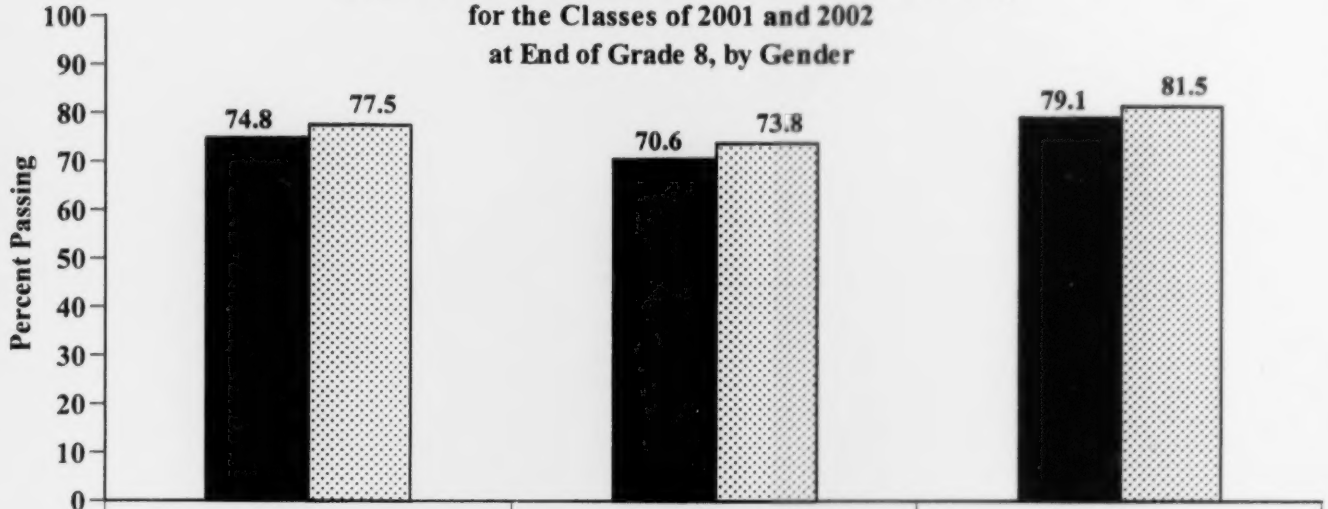


	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97 End of Grade 8	N Passing = 66,695 N Tested = 89,217	N Passing = 954 N Tested = 1,573	N Passing = 781 N Tested = 957	N Passing = 14,054 N Tested = 25,547	N Passing = 886 N Tested = 1,558	N Passing = 787 N Tested = 1,052	N Passing = 48,491 N Tested = 57,421
1997-98 End of Grade 9	N Passing = 71,204 N Tested = 87,061	N Passing = 1,021 N Tested = 1,492	N Passing = 1,037 N Tested = 1,255	N Passing = 15,895 N Tested = 24,113	N Passing = 1,080 N Tested = 1,714	N Passing = 858 N Tested = 1,074	N Passing = 50,869 N Tested = 56,795

■ Percent Passsing at End of Grade 8 □ Additional Percent Passsing at End of Grade 9

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Data received from LEAs after April 30, 1999 are not included in this figure.

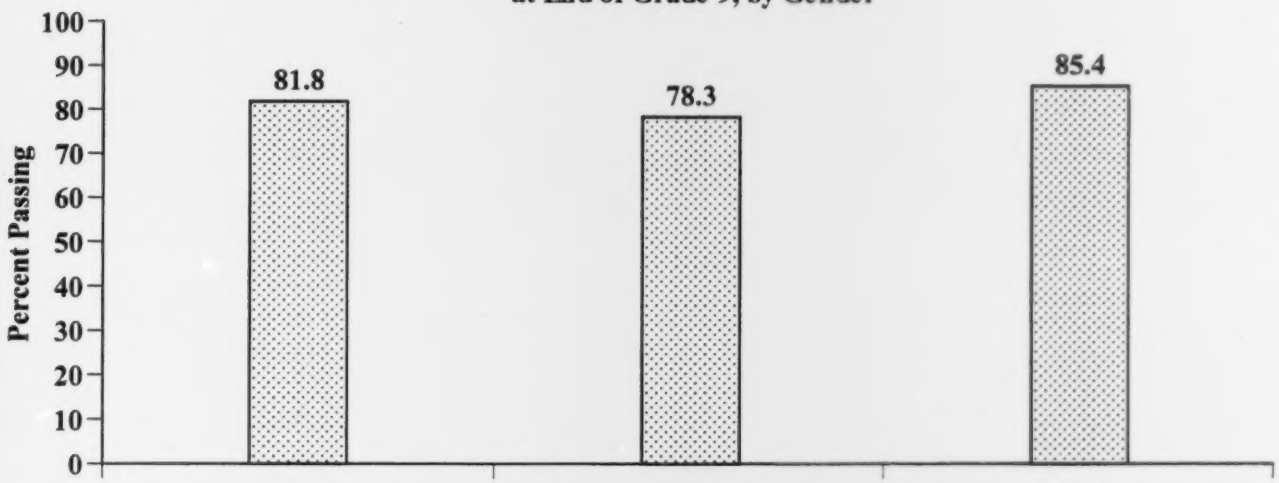
Figure 5. 1996-97 to 1997-98 North Carolina Tests of Computer Skills Percent Passing* (Multiple-Choice and Performance) for the Classes of 2001 and 2002 at End of Grade 8, by Gender



	State	Male	Female
1996-97 Class of 2001	N Passing =66,695 N Tested = 89,217	N Passing =31,548 N Tested = 44,702	N Passing =34,293 N Tested = 43,367
1997-98 Class of 2002	N Passing =70,480 N Tested = 90,906	N Passing =33,861 N Tested = 45,883	N Passing =36,364 N Tested = 44,615

1996-97 1997-98

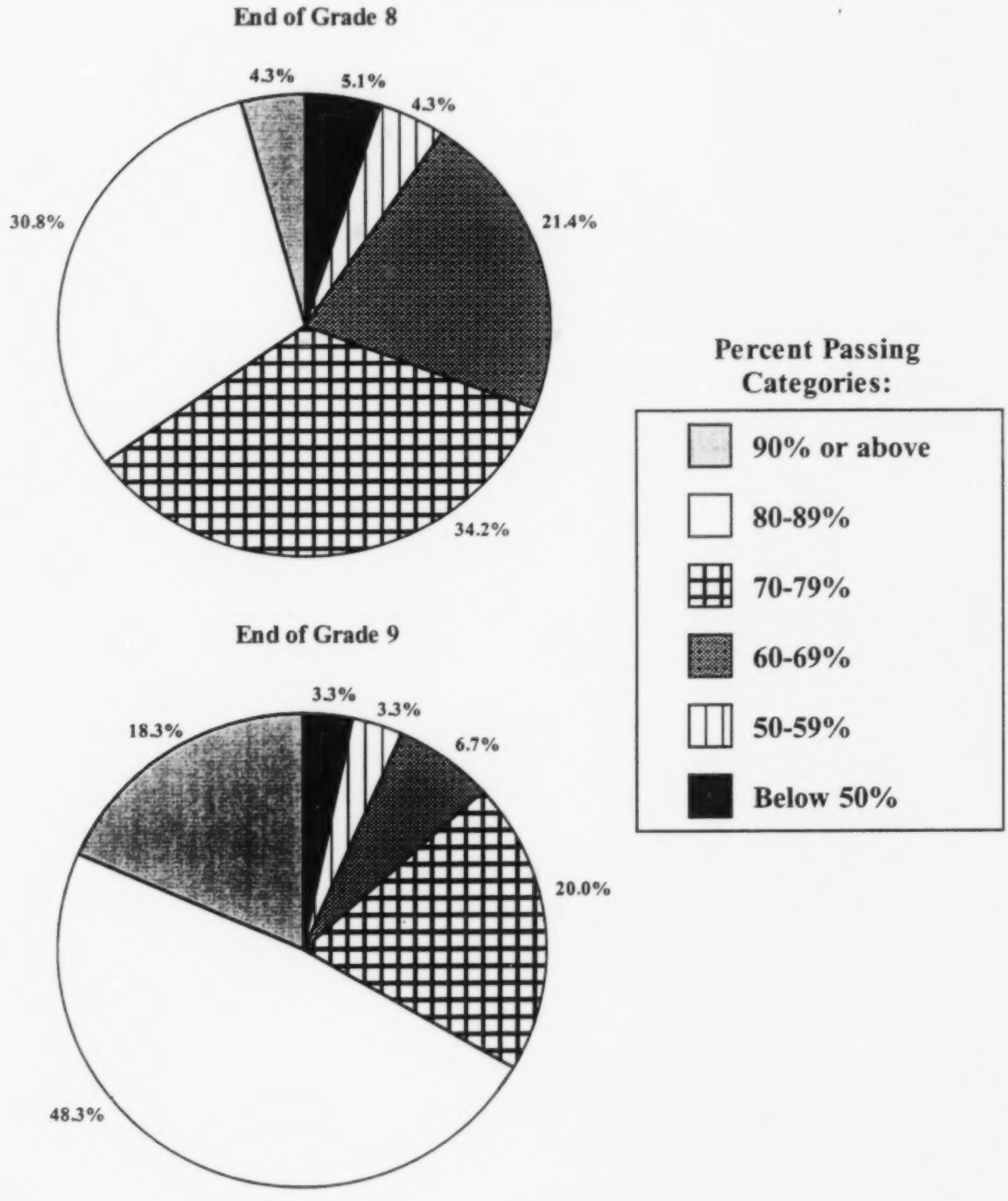
Figure 6. 1997-98 North Carolina Tests of Computer Skills Percent Passing* (Multiple-Choice and Performance) for the Class of 2001 at End of Grade 9, by Gender



State	Male	Female
N Passing =71,204 N Tested = 87,061	N Passing =34,212 N Tested = 43,716	N Passing =36,608 N Tested = 42,847

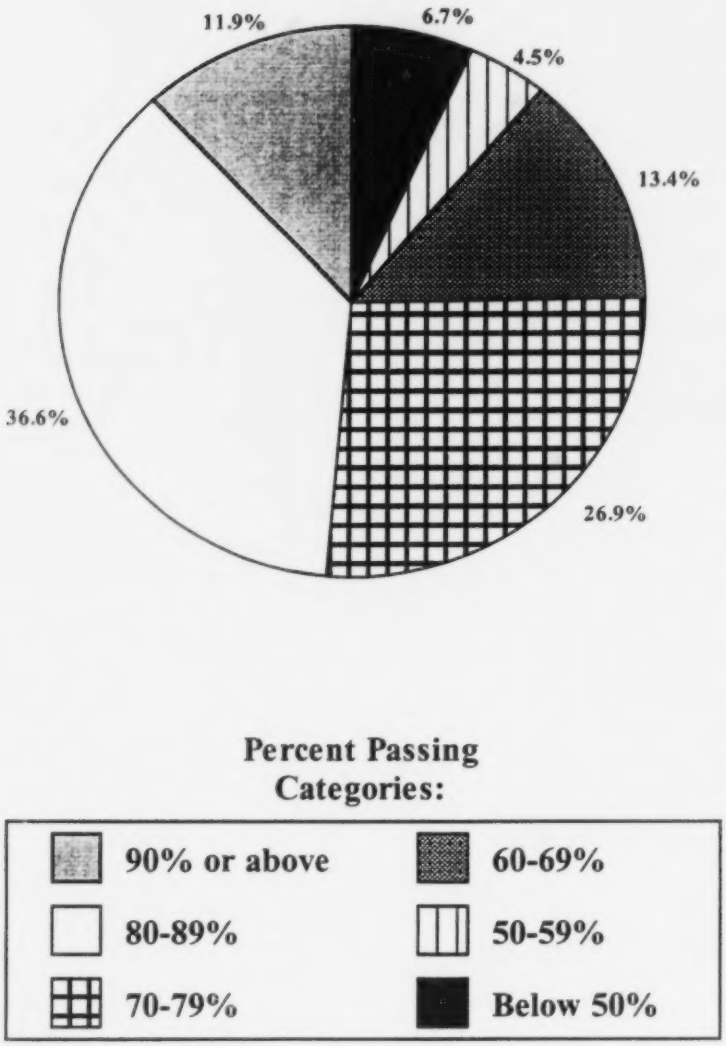
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated. Data received from LEAs after April 30, 1999 are not included in this figure.

Figure 7. 1996-97 to 1997-98 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing* (Multiple-Choice and Performance) Category
for the Class of 2001
at End of Grades 8 and 9



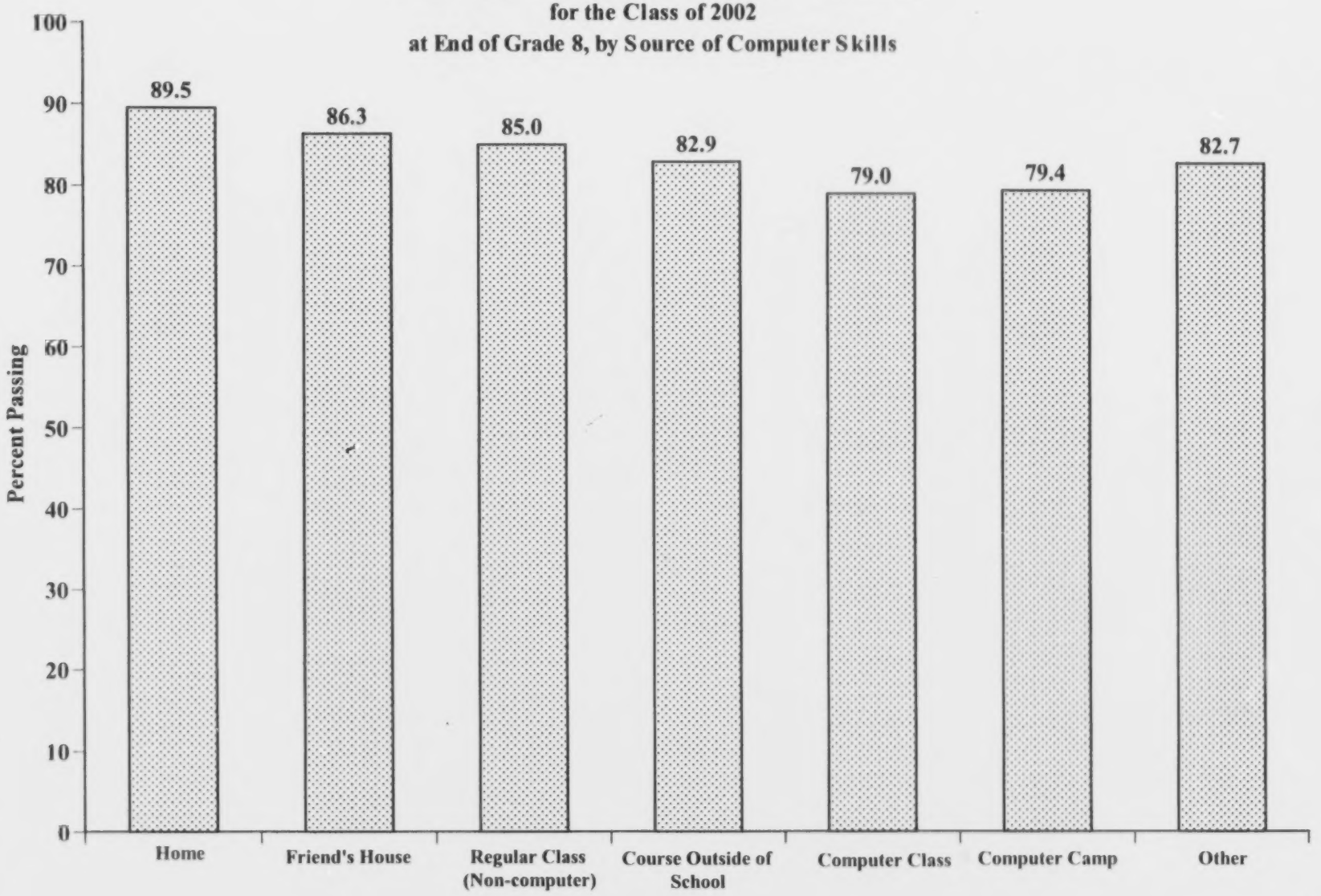
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Percent passing categories may not sum to 100% due to rounding.
Data received from LEAs after April 30, 1999 are not included in this figure.

Figure 8. 1997-98 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing* (Multiple-Choice and Performance) Category
for the Class of 2002
at End of Grade 8



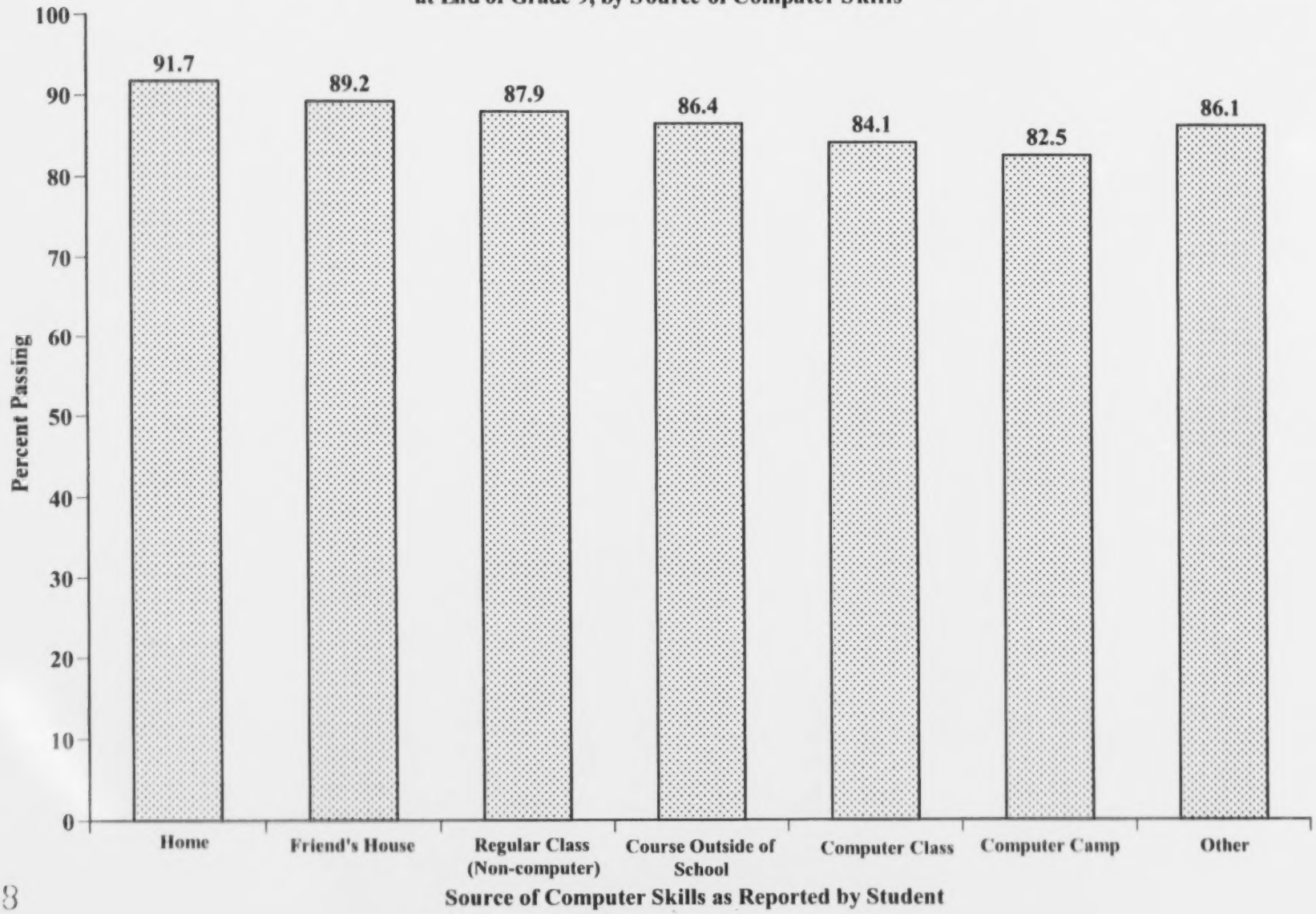
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Percent passing categories may not sum to 100% due to rounding.
Data received from LEAs after April 30, 1999 are not included in this figure.

Figure 9. 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance)
for the Class of 2002
at End of Grade 8, by Source of Computer Skills



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Data received from LEAs after April 30, 1999 are not included in this figure.

Figure 10. 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance)
for the Class of 2001
at End of Grade 9, by Source of Computer Skills



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Data received from LEAs after April 30, 1999 are not included in this figure.

Figure 11. 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance)
for the Class of 2002
at End of Grade 8, by Computer Access Outside of Class

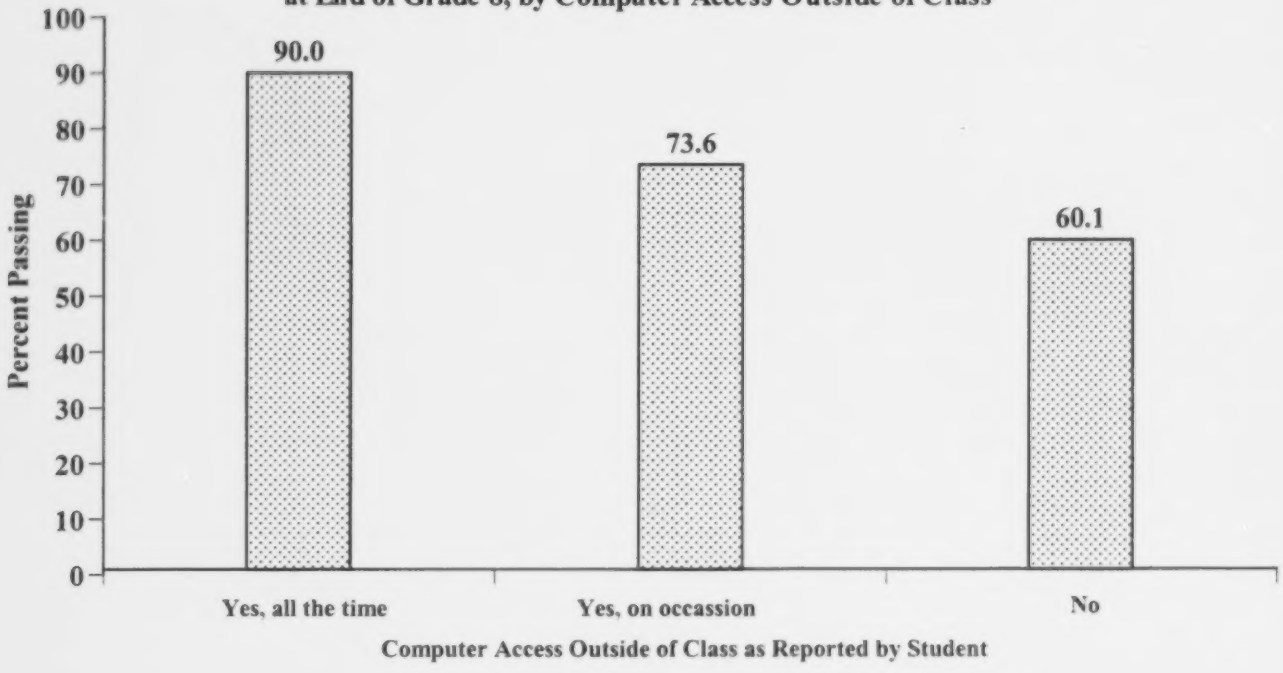
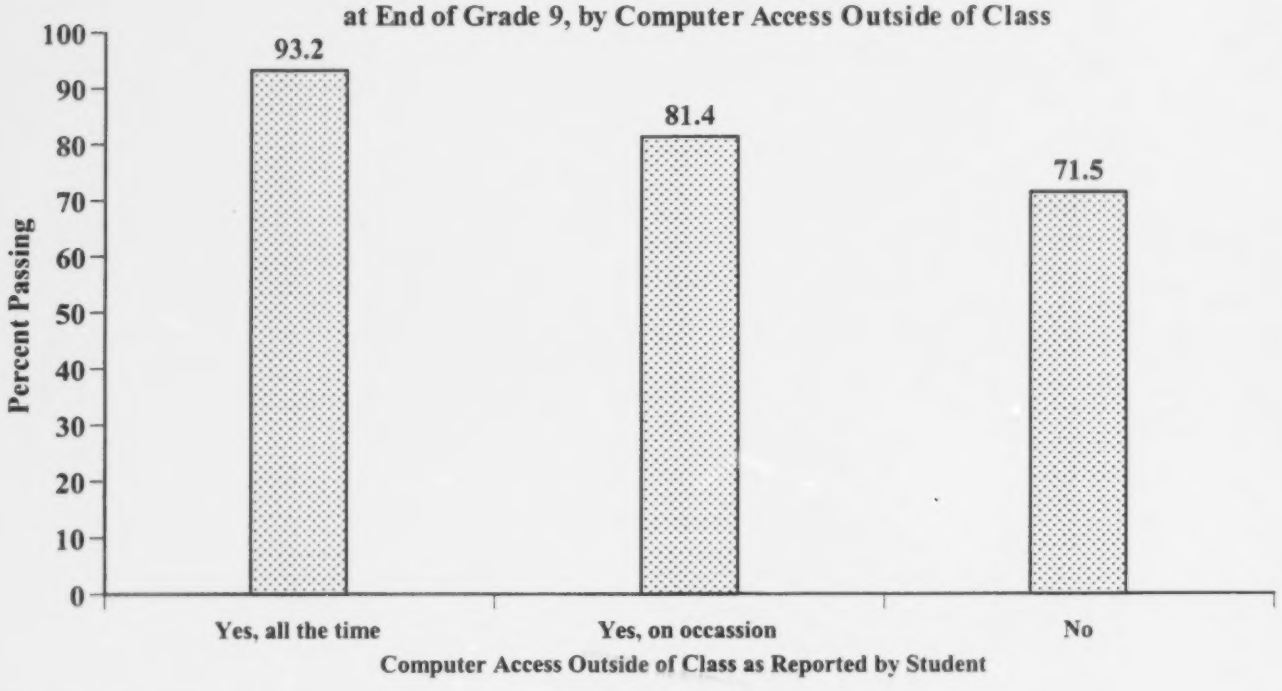


Figure 12. 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance)
for the Class of 2001
at End of Grade 9, by Computer Access Outside of Class



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated. Data received from LEAs after April 30, 1999 are not included in this figure.

Table 1. 1997-98 North Carolina Tests of Computer Skills (Multiple-Choice and Performance)
Performance of Students with Disabilities or Limited English Proficiency
Classes of 2001 and 2002 at End of Grades 8 and 9

	Category	Number Tested	Number Passing	Percent Passing
End of Grade 8	All Students	90,906	70,480	77.5
	Not Exceptional	63,266	49,873	78.8
	Academically Gifted	10,920	10,849	99.3
	Students with Disabilities			
	Behaviorally-Emotionally Handicapped	854	255	29.9
	Hearing Impaired	92	47	51.1
	Educable Mentally Handicapped	1,190	89	7.5
	Specific Learning Disabled	5,275	2,568	48.7
	Speech-Language Impaired	109	48	44.0
	Visually Impaired	41	28	68.3
	Other Health Impaired	617	322	52.2
	Orthopedically Impaired	43	20	46.5
	Traumatic Brain Injured	11	*	*
	Other Exceptional Classifications	109	55	50.5
	Section 504	496	314	63.3
	Limited English Proficient	586	226	38.6
End of Grade 9	All Students	87,061	71,204	81.8
	Not Exceptional	61,243	50,723	82.8
	Academically Gifted	11,236	11,158	99.3
	Students with Disabilities			
	Behaviorally-Emotionally Handicapped	775	286	36.9
	Hearing Impaired	106	66	62.3
	Educable Mentally Handicapped	1,119	138	12.3
	Specific Learning Disabled	4,804	2,768	57.6
	Speech-Language Impaired	127	73	57.5
	Visually Impaired	33	19	57.6
	Other Health Impaired	497	296	59.6
	Orthopedically Impaired	39	24	61.5
	Traumatic Brain Injured	19	*	*
	Other Exceptional Classifications	90	59	65.6
	Section 504	286	190	66.4
	Limited English Proficient	600	221	36.8

Notes: *Data not reported where number tested is fewer than thirty.
These data represent the highest test score of each student for all the test administrations in which the student participated.
"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are included for the purpose of comparison.
Because of differences in the way data on Disabilities and Modifications were collected in years prior to 1997-98, comparisons of Disabilities and Modifications should not be made across years.
All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 2. 1997-98 North Carolina Tests of Computer Skills (Multiple-Choice and Performance)
Performance of Students Taking Modified Tests
Class of 2002 at End of Grade 8

End of Grade 8	Category	Number Tested	Number Passing	Percent Passing
	All Students	90,906	70,480	77.5
	Disabilities			
	Total Number of Modifications	12,395		
	Braille Edition	77	37	48.1
	Large Print	27	*	*
	Assistive Technology	7	*	*
	Braille Writer	0	*	*
	Cranmer Abacus	1	*	*
	Dictation to Scribe	50	30	60.0
	Interpreter Signs Test	47	18	38.3
	Magnification Devices	10	*	*
	Student Marks in Test Book	509	247	48.5
	Test Administrator Reads Test Aloud	2,442	899	36.8
	Use of Typewriter or Word Processor	504	130	25.8
	Hospital/Home Testing	5	*	*
	Multiple Test Sessions	198	71	35.9
	Scheduled Extended Time	3,922	1,691	43.1
	Testing in a Separate Room	3,879	1,440	37.1
	English/Native Language/Electronic Translator	680	181	26.6
	Other	37	2	5.4
	Limited English Proficiency			
	Total Number of Modifications	41		
	Testing in a Separate Room	12	*	*
	Scheduled Extended Time	13	*	*
	Multiple Test Sessions	5	*	*
	Test Administrator Reads Test Aloud	8	*	*
	Student Marks in Test Book	3	*	*
	English/Native Language/Electronic Translator	0	*	*
	Other	0	*	*

Notes: *Data not reported where number tested is fewer than thirty.
These data represent the highest test score of each student for all the test administrations in which the student participated.
Modified tests are available to students with disabilities, limited English proficiency, or temporary disabilities.
Because of differences in the way data on Disabilities and Modifications were collected in years prior to 1997-98, comparisons of Disabilities and Modifications should not be made across years.
All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 3. 1997-98 North Carolina Tests of Computer Skills (Multiple-Choice and Performance)
Performance of Students Taking Modified Tests
Class of 2001 at End of Grade 9

End of Grade 9	Category	Number Tested	Number Passing	Percent Passing
	All Students	87,061	71,204	81.8
	Disabilities			
	Total Number of Modifications	9,674		
	Braille Edition	19	*	*
	Large Print	23	*	*
	Assistive Technology	4	*	*
	Braille Writer	1	*	*
	Cranmer Abacus	0	*	*
	Dictation to Scribe	59	33	55.9
	Interpreter Signs Test	18	*	*
	Magnification Devices	7	*	*
	Student Marks in Test Book	746	412	55.2
	Test Administrator Reads Test Aloud	2,004	853	42.6
	Use of Typewriter or Word Processor	99	31	31.3
	Hospital/Home Testing	8	*	*
	Multiple Test Sessions	178	75	42.1
	Scheduled Extended Time	3,172	1,576	49.7
	Testing in a Separate Room	3,135	1,386	44.2
	English/Native Language/Electronic Translator	191	43	22.5
	Other	10	*	*
	Limited English Proficiency			
	Total Number of Modifications	741		
	Testing in a Separate Room	242	77	31.8
	Scheduled Extended Time	228	91	39.9
	Multiple Test Sessions	31	12	38.7
	Test Administrator Reads Test Aloud	158	48	30.4
	Student Marks in Test Book	32	16	50.0
	English/Native Language/Electronic Translator	46	14	30.4
	Other	4	*	*

Notes: *Data not reported where number tested is fewer than thirty.
These data represent the highest test score of each student for all the test administrations in which the student participated.
Modified tests are available to students with disabilities, limited English proficiency, or temporary disabilities.
Because of differences in the way data on Disabilities and Modifications were collected in years prior to 1997-98, comparisons of Disabilities and Modifications should not be made across years.
All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 4. 1997-98 North Carolina Tests of Computer Skills (Multiple-Choice and Performance) Characteristics for the Class of 2002 at End of Grade 8

	Number Tested	Number Passing	Percent Passing
All Students	90,906	70,480	77.5
Computer Access (outside of class)			
No	14,587	8,761	60.1
Yes, on occasion	15,005	11,051	73.6
Yes, all the time	26,655	24,002	90.0
Computer Access (school work)			
No	21,410	14,626	68.3
Yes	34,199	28,728	84.0
Location (at school)			
Regular classroom	8,263	6,455	78.1
Computer lab	33,929	26,713	78.7
Media center/library	9,813	7,515	76.6
Other	1,931	1,242	64.3
Computer Skills (sources)			
Home	27,981	25,037	89.5
Friend's house	16,678	14,392	86.3
Computer class	48,474	38,294	79.0
Regular class	21,598	18,351	85.0
Course outside of school	2,682	2,224	82.9
Computer camp	1,223	971	79.4
Other	7,658	6,330	82.7
Computer Related Work (time/week)			
No homework assigned	18,964	13,506	71.2
Less than one hour	15,971	13,020	81.5
Between one and three hours	13,120	10,957	83.5
More than three, less than five hours	4,405	3,617	82.1
Between five and ten hours	2,025	1,672	82.6
More than ten hours	418	312	74.6
Does not do homework	607	318	52.4

	Number Tested	Number Passing	Percent Passing
Word Processing (ability)			
Below average	2,292	1,166	50.9
Average	24,928	19,322	77.5
Above average	13,224	11,818	89.4
Excellent	8,217	7,368	89.7
Don't know	7,124	3,893	54.6
Databases (ability)			
Below average	3,623	2,079	57.4
Average	28,442	22,831	80.3
Above average	11,303	10,056	89
Excellent	4,460	3,769	84.5
Don't know	8,007	4,858	60.7
Spreadsheets (ability)			
Below average	3,567	2,036	57.1
Average	26,170	20,898	79.9
Above average	12,766	11,146	87.3
Excellent	6,257	5,277	84.3
Don't know	6,982	4,169	59.7
Telecompute (ability)			
Below average	7,022	4,821	68.7
Average	14,576	11,788	80.9
Above average	5,514	4,763	86.4
Excellent	4,297	3,721	86.6
Don't know	23,993	18,155	75.7
General Computer Use			
Below average	2,463	1,307	53.1
Average	19,442	14,466	74.4
Above average	15,868	13,620	85.8
Excellent	14,198	12,223	86.1
Don't know	3,494	1,696	48.5

Note: These data represent the highest test score of each student for all the test administrations in which the student participated. Data received from LEAs after April 30, 1999 are not included in this table.

Table 5. 1997-98 North Carolina Tests of Computer Skills (Multiple-Choice and Performance) Characteristics for the Class of 2001 at End of Grade 9

	Number Tested	Number Passing	Percent Passing
All Students	87,061	71,204	81.8
Computer Access (outside of class)			
No	22,115	15,805	71.5
Yes, on occasion	20,936	17,040	81.4
Yes, all the time	32,824	30,590	93.2
Computer Access (school work)			
No	31,368	24,270	77.4
Yes	43,604	38,387	88.0
Location (at school)			
Regular classroom	9,034	7,374	81.6
Computer lab	46,081	38,986	84.6
Media center/library	13,102	10,673	81.5
Other	2,635	1,878	71.3
Computer Skills (sources)			
Home	38,579	35,372	91.7
Friend's house	24,995	22,301	89.2
Computer class	66,907	56,238	84.1
Regular class	32,328	28,425	87.9
Course outside of school	4,416	3,815	86.4
Computer camp	1,962	1,618	82.5
Other	11,409	9,822	86.1
Computer Related Work (time/week)			
No homework assigned	28,535	22,461	78.7
Less than one hour	20,932	18,114	86.5
Between one and three hours	16,078	14,268	88.7
More than three, less than five hours	5,501	4,776	86.8
Between five and ten hours	2,541	2,194	86.3
More than ten hours	30	15	50.0
Does not do homework	94	20	21.3

	Number Tested	Number Passing	Percent Passing
Word Processing (ability)			
Below average	3,598	2,212	61.5
Average	34,617	29,024	83.8
Above average	17,868	16,556	92.7
Excellent	9,891	9,109	92.1
Don't know	9,265	6,100	65.8
Databases (ability)			
Below average	5,539	3,753	67.8
Average	38,834	33,377	85.9
Above average	14,779	13,585	91.9
Excellent	5,478	4,844	88.4
Don't know	10,640	7,465	70.2
Spreadsheets (ability)			
Below average	5,602	3,800	67.8
Average	35,814	30,694	85.7
Above average	16,755	15,258	91.1
Excellent	7,770	6,889	88.7
Don't know	9,172	6,265	68.3
Telecompute (ability)			
Below average	11,862	9,336	78.7
Average	18,416	15,806	85.8
Above average	6,476	5,758	88.9
Excellent	4,563	4,034	88.4
Don't know	33,245	27,471	82.6
General Computer Use			
Below average	5,504	3,931	71.4
Average	28,036	23,050	82.2
Above average	20,149	18,197	90.3
Excellent	15,347	13,787	89.8
Don't know	5,694	3,587	63.0

Note: These data represent the highest test score of each student for all the test administrations in which the student participated. Data received from LEAs after April 30, 1999 are not included in this table.

Table 6. 1997-98 North Carolina Tests of Computer Skills Percent Passing* (Multiple-Choice and Performance) Category for the Class of 2002 at End of Grade 8, by LEA

Below 50% N=6	50-59% N=5	60-69% N=17	70-79% N=36	80-89% N=49		90% or above N=15
C.G. Woodson**	Elizabeth City/Pasquotank	Anson	Alamance-Burlington	Alexander	Swain	Alleghany
Lakeside School**	Halifax	Bladen	Asheville City	Ashe	Tyrrell	Arapahoe**
Lift Academy**	Hertford	Charlotte/Mecklenburg	Avery	Asheboro City	Union	Chapel Hill-Carrboro City
Right Step**	Thomasville City	Durham‡	Beaufort	Bertie	Wake‡	Chatham Charter**
Warren	Washington	Edgecombe	Caswell	Brunswick	Wilkes	Clay
Weldon City		Franklin	Catawba	Buncombe	Yadkin	Dare
		Greene	Cleveland	Burke		Elkin City
		Hoke	Columbus	Cabarrus		Graham
		Jones	Cumberland	Caldwell		Kings Mountain City
		Kannapolis City	Currituck	Camden		Magellan**
		Lexington City	Duplin	Carteret		Polk
		Nash-Rocky Mount	Edenton/Chowan	Chatham		Summit Charter**
		Orange Co. Charter**	Englemann**	Cherokee		Transylvania
		Richmond	Gaston	Clinton City		Watauga
		Robeson	Hickory City	Craven		Yancey
		Shelby City	Hyde	Davidson		
		Vance	Iredell-Statesville	Davie		
			Lee	Gates		
			Lenoir	Granville		
			Lincoln	Guilford		
			Mitchell	Harnett		
			Montgomery	Haywood		
			Northampton	Henderson		
			Onslow	Jackson		
			Pender‡	Johnston‡		
			Pitt‡	Macon		
			Roanoke Rapids City	Madison		
			Rockingham	Martin		
			Rowan-Salisbury	McDowell		
			Rutherford	Moore		
			Sampson	Mooresville City		
			Scotland	Mount Airy City		
			Wayne	New Hanover		
			Whiteville City	Newton Conover City		
			Wilson	Orange		
			Winston-Salem/Forsyth	Pamlico		
				Perquimans		
				Person		
				Randolph		
				School in Community**		
				Stanly		
				Stokes		
				Surry		

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.

Data are not reported where number tested is fewer than five. These systems include J.H. Baker Jr High**, Bonner Academy**, Bridges**, CIS Academy**, The Learning Center**, and Nguzo Saba**.

Data received from LEAs after April 30, 1999 are not included in this table.

Table 7. 1997-98 North Carolina Tests of Computer Skills Percent Passing* (Multiple-Choice and Performance) Category for the Class of 2001 at End of Grade 9, by LEA

Below 50% N=3	50-59% N=4	60-69% N=7	70-79% N=24	80-89% N=58		90% or above N=22
Hertford	Elizabeth City/Pasquotank	Anson	Avery	Alamance-Burlington	Newton Conover City	Alleghany
Lift Academy**	Halifax	Bertie	Caldwell	Alexander	Onslow	Ashe
Weldon City	Hoke	Bladen	Cumberland	Asheboro City	Person	Buncombe
	Warren	Edgecombe	Currituck	Asheville City	Pitt‡	Burke
		Pender‡	Durham‡	Beaufort	Randolph	Camden
		Robeson	Franklin	Brunswick	Rowan-Salisbury	Chapel Hill-Carrboro City
		Vance	Gaston	Cabarrus	Rockingham	Cherokee
			Granville	Carteret	Rutherford	Dare
			Greene	Caswell	Sampson	Davie
			Hyde	Catawba	Surry	Elkin City
			Iredell-Statesville	Charlotte/Mecklenburg	Union	Graham
			Kannapolis City	Chatham	Wake‡	Orange
			Lenoir	Clay	Washington	Pamlico
			Lexington City	Cleveland	Whiteville City	Polk
			Mitchell	Clinton City	Wilkes	Stanly
			Northampton	Columbus	Wilson	Stokes
			Perquimans	Craven		Swain
			Richmond	Davidson		Transylvania
			Roanoke Rapids City	Duplin		Tyrrell
			Scotland	Edenton/Chowan		Watauga
			Shelby City	Gates		Yadkin
			Thomasville City	Guilford		Yancey
			Wayne	Harnett		
			Winston-Salem/Forsyth	Haywood		
				Henderson		
				Hickory City		
				Jackson		
				Johnston‡		
				Jones		
				Kings Mountain City		
				Lee		
				Lincoln		
				Macon		
				Madison		
				Martin		
				McDowell		
				Montgomery		
				Moore		
				Mooresville City		
				Mount Airy City		
				Nash-Rocky Mount		
				New Hanover		

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.

Data are not reported where number tested is fewer than five. These systems include Lakeside School** and Right Step**.

Data received from LEAs after April 30, 1999 are not included in this table.

Table 8. 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance) for the Class of 2002 at End of Grade 8, by LEA

	Percent Passing†	1998 LEA Performance
	100.0	Chatham Charter**, Summit Charter**
	...	
	94.0	Clay, Dare
	93.0	Chapel Hill-Carrboro City, Graham
	92.0	Arapahoe**, Elkin City, Magellan**, Watauga, Yancey
	91.0	Alleghany, Kings Mountain City, Transylvania
	90.0	Polk
	89.0	Buncombe, Davie, Mount Airy City, Pamlico, Swain, Yadkin
	88.0	Cherokee, Gates, Johnston‡
	87.0	Burke, Clinton City, Davidson, Jackson, Tyrrell
	86.0	Cabarrus, Camden, Newton Conover City
	85.0	Macon, Stanly, Surry, Wake‡
	84.0	Moore, Mooresville City, Orange, Stokes, Wilkes
	83.0	Craven, McDowell, New Hanover
	82.0	Ashe, Asheboro City, Carteret, Person
	81.0	Alexander, Caldwell, Harnett, Haywood, Henderson, Martin, Perquimans, Randolph, Union
	80.0	Bertie, Brunswick, Catawba, Chatham, Granville, Guilford, Madison, Mitchell, School in Community**
	79.0	Asheville City, Caswell, Lincoln, Northampton
1998 State	78.0	Beaufort, Cleveland, Hickory City, Hyde, Lee, Rowan-Salisbury, Whiteville City, Winston-Salem/Forsyth
	77.0	Alamance-Burlington, Gaston, Pitt‡, Rockingham, Wayne
	76.0	Currituck, Sampson, Wilson
1997 State	75.0	Columbus, Iredell-Statesville, Lenoir, Pender‡
	74.0	Roanoke Rapids City, Rutherford
	73.0	Duplin, Montgomery
	72.0	Avery, Cumberland, Edenton/Chowan
	71.0	Englemann**, Onslow
	70.0	Scotland
	69.0	Durham‡, Nash-Rocky Mount
	68.0	Charlotte/Mecklenburg, Shelby City
	67.0	Franklin, Orange Co. Charter**
	66.0	Edgecombe, Hoke, Lexington City, Vance
	65.0	Anson, Richmond
	64.0	Robeson
	63.0	Bladen
	62.0	Greene
	61.0	Kannapolis City
	60.0	Hertford, Jones, Washington
	...	
	58.0	Thomasville City
	...	
	56.0	Halifax
	...	
	54.0	Elizabeth City/Pasquotank
	...	
	46.0	C.G. Woodson**, Weldon City
	...	
	34.0	Warren
	...	
	21.0	Lakeside School**
	20.0	Right Step**
	...	
	14.0	Lift Academy**
	††	Bonner Academy**, Bridges**, CIS Academy**, J.H. Baker Jr High**, Nguzo Saba**, The Learning Center**

Notes: †Percent passing are rounded to the nearest percent. ††Data not reported where number tested is fewer than five.

*These data represent the highest test score of each student for all the test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.

Data received from LEAs after April 30, 1999 are not included in this table.

Table 9. 1997-98 North Carolina Tests of Computer Skills
Percent Passing* (Multiple-Choice and Performance) for the Class of 2001 at End of Grade 9, by LEA

	Percent Passing†	1998 LEA Performance
	98.0	Elkin City, Tyrrell
	97.0	Alleghany, Watauga
	96.0	Graham, Pamlico
	95.0	Dare, Stokes, Yancey
	...	
	93.0	Camden, Cherokee, Yadkin
	92.0	Ashe, Buncombe, Burke, Polk
	91.0	Chapel Hill-Carrboro City, Davie, Stanly, Transylvania
	90.0	Davidson, Orange, Surry, Swain
	...	
	88.0	Alexander, Chatham, Clay, Gates, Macon, Whiteville City
	87.0	Brunswick, Cabarrus, Charlotte/Mecklenburg, Jackson, Johnston‡, Moore, Mooresville City, New Hanover, Wilkes
	86.0	Harnett, Haywood, Henderson, Lincoln, Montgomery, Union
	85.0	Asheboro City, Beaufort, Catawba, Clinton City, Craven, Newton Conover City, Randolph, Rutherford
	84.0	Columbus, Duplin, Madison, McDowell, Wake‡, Washington
	83.0	Hickory City, Mount Airy City, Nash-Rocky Mount, Person, Rowan-Salisbury
1998 State	82.0	Carteret, Cleveland, Guilford, Martin, Onslow
	81.0	Alamance-Burlington, Kings Mountain City, Lee, Rockingham, Sampson, Wilson
	80.0	Asheville City, Caswell, Edenton/Chowan, Hyde, Jones, Pitt‡
	79.0	Gaston, Granville, Lenoir, Mitchell
	78.0	Avery, Caldwell, Currituck, Shelby City
	77.0	Cumberland, Durham‡, Scotland, Wayne
	76.0	Iredell-Statesville, Winston-Salem/Forsyth
	75.0	Perquimans, Roanoke Rapids City
	74.0	Franklin, Lexington City, Richmond
	73.0	Greene
	72.0	Thomasville City
	71.0	Kannapolis City, Northampton
	...	
	69.0	Robeson
	68.0	Anson, Bertie, Vance
	...	
	66.0	Edgecombe
	65.0	Bladen
	...	
	63.0	Pender‡
	...	
	58.0	Hoke
	...	
	56.0	Elizabeth City/Pasquotank
	...	
	54.0	Warren
	53.0	Halifax
	...	
	46.0	Hertford
	...	
	43.0	Lift Academy**
	...	
	41.0	Weldon City
	††	Lakeside School**, Right Step**

Notes: †Percent passing are rounded to the nearest percent. ††Data not reported where number tested is fewer than five.

*These data represent the highest test score of each student for all the test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.

Data received from LEAs after April 30, 1999 are not included in this table.

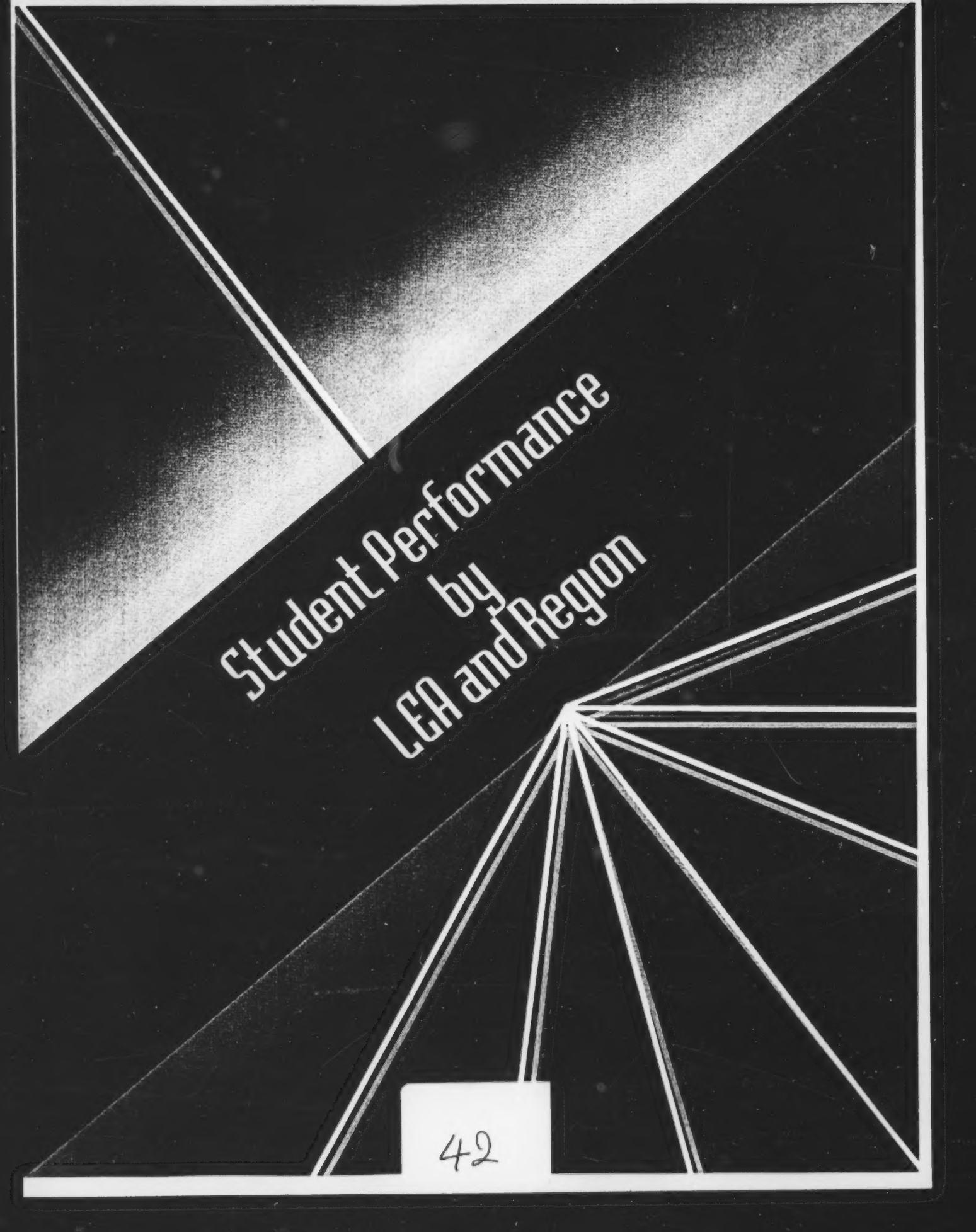

Student Performance
by
LEA and Region

Table 10a. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2002 at End of Grade 8, by LEA and Ethnicity
Western Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**90,906**	**70,480**	**77.5**	**1,394**	**867**	**62.2**	**1,437**	**1,120**	**77.9**	**25,467**	**14,794**	**58.1**	**1,982**	**1,155**	**58.3**	**1,238**	**962**	**77.7**	**58,910**	**51,282**	**87.1**
Western Region	**7,115**	**6,016**	**84.6**	**86**	**65**	**75.6**	**45**	**41**	**91.1**	**453**	**288**	**63.6**	**94**	**58**	**61.7**	**57**	**46**	**80.7**	**6,364**	**5,506**	**86.5**
Buncombe	1,763	1,573	89.2	5	5	100.0	12	11	91.7	93	67	72.0	16	12	75.0	9	8	88.9	1,628	1,470	90.3
Asheville City	272	214	78.7	0	*	*	0	*	*	103	63	61.2	4	*	*	7	5	71.4	154	140	90.9
Cherokee	307	271	88.3	3	*	*	0	*	*	4	*	*	2	*	*	2	*	*	295	261	88.5
The Learning Center**	3	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	3	*	*
Clay	116	109	94.0	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	113	106	93.8
Graham	91	85	93.4	9	8	88.9	0	*	*	0	*	*	0	*	*	0	*	*	82	77	93.9
Haywood	624	506	81.1	3	*	*	1	*	*	11	9	81.8	7	6	85.7	4	*	*	598	485	81.1
Henderson	909	739	81.3	3	*	*	9	9	100.0	54	28	51.9	43	23	53.5	9	8	88.9	788	668	84.8
Jackson	286	248	86.7	31	23	74.2	1	*	*	2	*	*	1	*	*	6	5	83.3	245	217	88.6
Summit Charter**	8	8	100.0	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	8	8	100.0
Macon	338	287	84.9	2	*	*	3	*	*	3	*	*	2	*	*	2	*	*	326	276	84.7
Madison	188	151	80.3	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	186	151	81.2
McDowell	449	372	82.9	0	*	*	16	13	81.3	18	14	77.8	3	*	*	1	*	*	411	342	83.2
Mitchell	189	151	79.9	0	*	*	0	*	*	1	*	*	2	*	*	1	*	*	185	148	80.0
Polk	185	167	90.3	0	*	*	0	*	*	15	11	73.3	2	*	*	1	*	*	166	152	91.6
Rutherford	746	551	73.9	3	*	*	2	*	*	122	63	51.6	8	4	50.0	7	4	57.1	602	475	78.9
Swain	123	109	88.6	22	18	81.8	0	*	*	0	*	*	1	*	*	0	*	*	100	90	90.0
Transylvania	344	312	90.7	3	*	*	1	*	*	26	24	92.3	2	*	*	8	5	62.5	302	278	92.1
Yancey	174	160	92.0	0	*	*	0	*	*	1	*	*	1	*	*	0	*	*	172	159	92.4

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Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 10b. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2002 at End of Grade 8, by LEA and Ethnicity
Northwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**90,906**	**70,480**	**77.5**	**1,394**	**867**	**62.2**	**1,437**	**1,120**	**77.9**	**25,467**	**14,794**	**58.1**	**1,982**	**1,155**	**58.3**	**1,238**	**962**	**77.7**	**58,910**	**51,282**	**87.1**
Northwest Region	**13,138**	**10,734**	**81.7**	**42**	**21**	**50.0**	**284**	**207**	**72.9**	**1,659**	**1,000**	**60.3**	**229**	**128**	**55.9**	**127**	**95**	**74.8**	**10,757**	**9,259**	**86.1**
Alexander	430	350	81.4	2	*	*	7	3	42.9	24	16	66.7	0	*	*	0	*	*	397	329	82.9
Alleghany	112	102	91.1	0	*	*	0	*	*	2	*	*	2	*	*	0	*	*	108	98	90.7
Ashe	250	206	82.4	0	*	*	0	*	*	0	*	*	3	*	*	1	*	*	246	204	82.9
Avery	192	139	72.4	0	*	*	0	*	*	0	*	*	1	*	*	0	*	*	191	139	72.8
Burke	775	673	86.8	2	*	*	77	60	77.9	52	37	71.2	12	5	41.7	6	6	100.0	626	564	90.1
Caldwell	898	729	81.2	2	*	*	3	*	*	62	44	71.0	6	3	50.0	8	3	37.5	812	672	82.8
Nguzo Saba**	4	*	*	0	*	*	0	*	*	4	*	*	0	*	*	0	*	*	0	*	*
Catawba	1,053	838	79.6	1	*	*	44	30	68.2	62	42	67.7	15	11	73.3	7	7	100.0	919	746	81.2
Englemann**	17	12	70.6	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	15	11	73.3
Hickory City	296	230	77.7	0	*	*	30	19	63.3	73	41	56.2	8	4	50.0	5	3	60.0	178	163	91.6
Newton Conover City	160	137	85.6	0	*	*	14	9	64.3	20	12	60.0	4	*	*	1	*	*	119	111	93.3
Davidson	1,459	1,262	86.5	8	3	37.5	5	3	60.0	34	29	85.3	9	7	77.8	3	*	*	1,399	1,217	87.0
Lexington City	209	137	65.6	0	*	*	19	15	78.9	89	45	50.6	9	3	33.3	10	9	90.0	77	63	81.8
Thomasville City	153	88	57.5	2	*	*	2	*	*	74	31	41.9	12	4	33.3	6	3	50.0	56	46	82.1
Davie	429	383	89.3	5	2	40.0	1	*	*	37	29	78.4	3	*	*	9	8	88.9	373	340	91.2
Winston-Salem/Forsyth	2,189	1,707	78.0	8	5	62.5	31	28	90.3	702	423	60.3	62	34	54.8	37	29	78.4	1,342	1,183	88.2
Lift Academy**	21	3	14.3	0	*	*	0	*	*	20	3	15.0	0	*	*	0	*	*	1	*	*
C.G. Woodson**	11	5	45.5	0	*	*	0	*	*	11	5	45.5	0	*	*	0	*	*	0	*	*
Iredell-Statesville	1,203	900	74.8	7	1	14.3	29	20	69.0	230	129	56.1	21	12	57.1	17	9	52.9	894	726	81.2
Mooresville City	287	241	84.0	0	*	*	7	4	57.1	35	18	51.4	0	*	*	1	*	*	243	218	89.7
Stokes	571	479	83.9	2	*	*	0	*	*	35	23	65.7	8	8	100.0	3	*	*	521	442	84.8
Surry	600	512	85.3	1	*	*	1	*	*	22	15	68.2	20	11	55.0	2	*	*	553	483	87.3
Elkin City	66	61	92.4	0	*	*	0	*	*	4	*	*	3	*	*	0	*	*	59	57	96.6
Bridges**	3	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	3	*	*
Mount Airy City	110	98	89.1	0	*	*	7	4	57.1	14	9	64.3	2	*	*	1	*	*	86	82	95.3
Watauga	432	398	92.1	0	*	*	3	*	*	0	*	*	2	*	*	3	*	*	424	390	92.0
Wilkes	778	656	84.3	1	*	*	3	*	*	37	27	73.0	7	4	57.1	1	*	*	728	620	85.2
Yadkin	430	384	89.3	1	*	*	1	*	*	14	13	92.9	20	10	50.0	6	5	83.3	387	353	91.2

Notes † These data represent the highest test score of each student for all the test administrations in which the student participated.
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*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
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Data received from LEAs after April 30, 1999 are not included in this table.

Table 10c. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2002 at End of Grade 8, by LEA and Ethnicity
Southwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**90,906**	**70,480**	**77.5**	**1,394**	**867**	**62.2**	**1,437**	**1,120**	**77.9**	**25,467**	**14,794**	**58.1**	**1,982**	**1,155**	**58.3**	**1,238**	**962**	**77.7**	**58,910**	**51,282**	**87.1**
Southwest Region	**20,826**	**15,402**	**74.0**	**190**	**101**	**53.2**	**480**	**352**	**73.3**	**6,445**	**3,310**	**51.4**	**436**	**243**	**55.7**	**152**	**110**	**72.4**	**13,063**	**11,249**	**86.1**
Anson	324	210	64.8	3	*	*	3	*	*	202	113	55.9	0	*	*	5	3	60.0	111	91	82.0
Cabarrus	1,328	1,137	85.6	4	*	*	5	4	80.0	155	92	59.4	19	10	52.6	16	16	100.0	1,122	1,006	89.7
Kannapolis City	243	147	60.5	1	*	*	3	*	*	62	23	37.1	8	3	37.5	0	*	*	163	117	71.8
Cleveland	629	491	78.1	0	*	*	2	*	*	128	80	62.5	5	2	40.0	5	3	60.0	486	404	83.1
Kings Mountain City	344	313	91.0	2	*	*	10	8	80.0	72	58	80.6	3	*	*	4	*	*	251	236	94.0
Shelby City	193	132	68.4	0	*	*	1	*	*	90	45	50.0	1	*	*	1	*	*	98	84	85.7
Gaston	2,283	1,755	76.9	10	7	70.0	29	22	75.9	430	256	59.5	12	10	83.3	27	14	51.9	1,763	1,436	81.5
Hoke	432	283	65.5	58	24	41.4	2	*	*	201	113	56.2	14	8	57.1	13	12	92.3	139	121	87.1
Lincoln	848	668	78.8	2	*	*	2	*	*	69	41	59.4	30	19	63.3	8	5	62.5	733	598	81.6
Charlotte/Mecklenburg	8,341	5,676	68.0	35	18	51.4	334	243	72.8	3,665	1,729	47.2	224	116	51.8	15	10	66.7	4,068	3,560	87.5
Montgomery	371	269	72.5	1	*	*	18	14	77.8	108	53	49.1	33	23	69.7	4	*	*	206	175	85.0
Moore	828	697	84.2	8	6	75.0	4	*	*	197	136	69.0	13	7	53.8	9	8	88.9	592	533	90.0
Richmond	532	347	65.2	13	4	30.8	4	*	*	220	115	52.3	6	3	50.0	6	2	33.3	280	216	77.1
Rowan-Salisbury	1,401	1,093	78.0	5	5	100.0	20	15	75.0	274	143	52.2	26	16	61.5	12	10	83.3	1,060	902	85.1
Scotland	531	373	70.2	40	22	55.0	3	*	*	228	131	57.5	2	*	*	7	4	57.1	251	212	84.5
Stanly	734	624	85.0	3	*	*	31	21	67.7	85	44	51.8	3	*	*	6	4	66.7	606	549	90.6
Union	1,464	1,187	81.1	5	3	60.0	9	5	55.6	259	138	53.3	37	18	48.6	14	11	78.6	1,134	1,009	89.0

Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.
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Table 10d. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2002 at End of Grade 8, by LEA and Ethnicity
Northeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**90,906**	**70,480**	**77.5**	**1,394**	**867**	**62.2**	**1,437**	**1,120**	**77.9**	**25,467**	**14,794**	**58.1**	**1,982**	**1,155**	**58.3**	**1,238**	**962**	**77.7**	**58,910**	**51,282**	**87.1**
Northeast Region	**6,610**	**4,804**	**72.7**	**40**	**23**	**57.5**	**32**	**24**	**75.0**	**3,326**	**2,016**	**60.6**	**62**	**36**	**58.1**	**70**	**56**	**80.0**	**3,049**	**2,632**	**86.3**
Beaufort	548	428	78.1	0	*	*	4	*	*	215	144	67.0	9	5	55.6	5	4	80.0	311	271	87.1
Bertie	281	225	80.1	0	*	*	1	*	*	234	179	76.5	0	*	*	2	*	*	42	41	97.6
Camden	98	84	85.7	0	*	*	0	*	*	20	16	80.0	0	*	*	0	*	*	78	68	87.2
Edenton/Chowan	211	152	72.0	0	*	*	0	*	*	97	55	56.7	2	*	*	4	*	*	107	91	85.0
Currituck	245	187	76.3	2	*	*	0	*	*	24	14	58.3	2	*	*	2	*	*	214	168	78.5
Dare	368	345	93.8	2	*	*	3	*	*	15	15	100.0	6	4	66.7	2	*	*	339	320	94.4
Edgecombe	535	352	65.8	0	*	*	1	*	*	313	183	58.5	7	3	42.9	6	3	50.0	207	162	78.3
Gates	133	117	88.0	2	*	*	0	*	*	59	47	79.7	0	*	*	2	*	*	70	66	94.3
Halifax	497	276	55.5	25	13	52.0	0	*	*	435	240	55.2	3	*	*	6	4	66.7	26	17	65.4
Roanoke Rapids City	252	186	73.8	1	*	*	3	*	*	46	21	45.7	2	*	*	2	*	*	196	157	80.1
Weldon City	83	38	45.8	0	*	*	0	*	*	78	34	43.6	0	*	*	2	*	*	3	*	*
Hertford	308	184	59.7	5	2	40.0	0	*	*	236	125	53.0	0	*	*	6	4	66.7	59	51	86.4
Hyde	58	45	77.6	0	*	*	0	*	*	23	17	73.9	0	*	*	1	*	*	34	28	82.4
Martin	374	301	80.5	1	*	*	2	*	*	197	142	72.1	2	*	*	4	*	*	167	151	90.4
Northampton	294	232	78.9	1	*	*	0	*	*	215	164	76.3	1	*	*	3	*	*	73	64	87.7
Elizabeth City/Pasquotank	446	239	53.6	0	*	*	5	3	60.0	218	86	39.4	5	4	80.0	3	*	*	215	143	66.5
Perquimans	157	127	80.9	0	*	*	0	*	*	58	39	67.2	2	*	*	2	*	*	94	85	90.4
Pitt‡	1,467	1,127	76.8	1	*	*	13	10	76.9	677	414	61.2	20	9	45.0	14	12	85.7	730	674	92.3
Right Step**	20	4	20.0	0	*	*	0	*	*	20	4	20.0	0	*	*	0	*	*	0	*	*
Tyrrell	53	46	86.8	0	*	*	0	*	*	29	23	79.3	1	*	*	0	*	*	23	22	95.7
Washington	182	109	59.9	0	*	*	0	*	*	117	54	46.2	0	*	*	4	*	*	61	51	83.6

Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 10e. 1997-98 North Carolina Tests of Computer Skills Percent Passing† (Multiple-Choice and Performance) for the Class of 2002 at End of Grade 8, by LEA and Ethnicity Southeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**90,906**	**70,480**	**77.5**	**1,394**	**867**	**62.2**	**1,437**	**1,120**	**77.9**	**25,467**	**14,794**	**58.1**	**1,982**	**1,155**	**58.3**	**1,238**	**962**	**77.7**	**58,910**	**51,282**	**87.1**
Southeast Region	**17,032**	**12,712**	**74.6**	**903**	**571**	**63.2**	**140**	**126**	**90.0**	**5,682**	**3,389**	**59.6**	**537**	**345**	**64.2**	**402**	**321**	**79.9**	**9,209**	**7,870**	**85.5**
Bladen	406	257	63.3	4	*	*	1	*	*	210	105	50.0	2	*	*	0	*	*	188	146	77.7
Brunswick	700	563	80.4	2	*	*	1	*	*	182	112	61.5	8	6	75.0	2	*	*	505	442	87.5
Carteret	754	616	81.7	5	2	40.0	5	4	80.0	82	40	48.8	4	*	*	12	10	83.3	639	553	86.5
Columbus	565	425	75.2	30	26	86.7	0	*	*	220	139	63.2	1	*	*	3	*	*	310	256	82.6
Whiteville City	190	149	78.4	1	*	*	0	*	*	66	46	69.7	2	*	*	2	*	*	117	98	83.8
Craven	1,175	974	82.9	5	4	80.0	12	12	100.0	345	230	66.7	24	18	75.0	23	21	91.3	757	683	90.2
Cumberland	3,757	2,715	72.3	107	61	57.0	60	56	93.3	1,521	909	59.8	211	149	70.6	170	141	82.9	1,624	1,363	83.9
Duplin	712	522	73.3	0	*	*	0	*	*	264	152	57.6	64	27	42.2	5	5	100.0	378	337	89.2
Greene	208	129	62.0	0	*	*	0	*	*	119	64	53.8	8	4	50.0	1	*	*	80	60	75.0
Jones	90	54	60.0	1	*	*	0	*	*	49	27	55.1	1	*	*	1	*	*	37	26	70.3
Lenoir	705	529	75.0	1	*	*	2	*	*	329	216	65.7	12	8	66.7	6	4	66.7	349	296	84.8
New Hanover	1,647	1,367	83.0	11	9	81.8	11	9	81.8	394	242	61.4	16	14	87.5	18	15	83.3	1,181	1,065	90.2
Onslow	1,720	1,223	71.1	12	9	75.0	26	23	88.5	395	202	51.1	73	49	67.1	75	51	68.0	1,110	877	79.0
Pamlico	157	139	88.5	2	*	*	1	*	*	50	40	80.0	1	*	*	2	*	*	101	93	92.1
Arapahoe**	26	24	92.3	1	*	*	0	*	*	4	*	*	0	*	*	1	*	*	20	18	90.0
Pender‡	458	344	75.1	1	*	*	1	*	*	162	96	59.3	11	6	54.5	4	*	*	278	236	84.9
Robeson	1,662	1,059	63.7	704	438	62.2	2	*	*	497	258	51.9	17	9	52.9	34	24	70.6	404	326	80.7
CIS Academy**	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*
Sampson	503	382	75.9	5	2	40.0	0	*	*	149	95	63.8	34	15	44.1	8	6	75.0	305	264	86.6
Clinton City	181	157	86.7	8	7	87.5	0	*	*	72	55	76.4	5	3	60.0	4	*	*	90	87	96.7
Wayne	1,415	1,084	76.6	3	*	*	18	15	83.3	572	357	62.4	43	28	65.1	31	29	93.5	736	644	87.5

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Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
‡LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 10f. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2002 at End of Grade 8, by LEA and Ethnicity
Central Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**90,906**	**70,480**	**77.5**	**1,394**	**867**	**62.2**	**1,437**	**1,120**	**77.9**	**25,467**	**14,794**	**58.1**	**1,982**	**1,155**	**58.3**	**1,238**	**962**	**77.7**	**58,910**	**51,282**	**87.1**
Central Region	**26,185**	**20,812**	**79.5**	**133**	**86**	**64.7**	**456**	**370**	**81.1**	**7,902**	**4,791**	**60.6**	**624**	**345**	**55.3**	**430**	**334**	**77.7**	**16,468**	**14,766**	**89.7**
Alamance-Burlington	1,517	1,169	77.1	6	6	100.0	14	10	71.4	368	240	65.2	51	21	41.2	17	13	76.5	1,053	873	82.9
Lakeside School**	24	5	20.8	0	*	*	0	*	*	13	2	15.4	0	*	*	3	*	*	8	2	25.0
Caswell	272	214	78.7	2	*	*	0	*	*	106	74	69.8	2	*	*	3	*	*	158	135	85.4
Chatham	467	374	80.1	0	*	*	3	*	*	124	77	62.1	25	10	40.0	5	5	100.0	309	280	90.6
Chatham Charter**	5	5	100.0	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*	4	*	*
Durham‡	1,890	1,310	69.3	6	1	16.7	30	22	73.3	927	500	53.9	42	16	38.1	54	40	74.1	804	716	89.1
Franklin	497	335	67.4	3	*	*	0	*	*	189	88	46.6	6	3	50.0	4	*	*	294	236	80.3
Granville	511	409	80.0	1	*	*	0	*	*	189	128	67.7	10	6	60.0	6	4	66.7	302	268	88.7
Guilford	4,247	3,398	80.0	33	15	45.5	137	94	68.6	1,480	970	65.5	55	35	63.6	69	58	84.1	2,464	2,220	90.1
Harnett	1,181	952	80.6	14	9	64.3	4	*	*	316	214	67.7	49	30	61.2	23	19	82.6	766	671	87.6
Johnston‡	1,303	1,143	87.7	8	6	75.0	6	5	83.3	243	181	74.5	48	36	75.0	21	16	76.2	970	894	92.2
Lee	696	540	77.6	5	3	60.0	4	*	*	180	115	63.9	61	26	42.6	9	7	77.8	435	385	88.5
Nash-Rocky Mount	1,429	990	69.3	8	5	62.5	11	7	63.6	737	406	55.1	39	20	51.3	12	9	75.0	619	540	87.2
Orange	435	366	84.1	1	*	*	0	*	*	101	69	68.3	8	3	37.5	10	5	50.0	311	286	92.0
Orange Co. Charter**	15	10	66.7	0	*	*	0	*	*	2	*	*	0	*	*	2	*	*	11	8	72.7
Chapel Hill-Carrboro City	639	593	92.8	2	*	*	35	34	97.1	90	60	66.7	11	10	90.9	19	18	94.7	463	453	97.8
School in Community**	5	4	80.0	0	*	*	0	*	*	0	*	*	0	*	*	2	*	*	3	*	*
Person	410	334	81.5	2	*	*	0	*	*	132	88	66.7	4	*	*	3	*	*	269	238	88.5
Randolph	1,228	998	81.3	12	8	66.7	5	5	100.0	58	38	65.5	27	13	48.1	4	*	*	1,122	931	83.0
Asheboro City	303	247	81.5	2	*	*	5	4	80.0	52	32	61.5	18	10	55.6	4	*	*	221	197	89.1
Rockingham	1,022	787	77.0	3	*	*	5	3	60.0	240	135	56.3	13	8	61.5	12	8	66.7	748	631	84.4
Vance	446	296	66.4	1	*	*	2	*	*	253	131	51.8	9	3	33.3	4	*	*	177	157	88.7
Wake‡	6,563	5,601	85.3	18	13	72.2	192	174	90.6	1,506	924	61.4	128	83	64.8	137	104	75.9	4,506	4,246	94.2
Bonner Academy**	2	*	*	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	0	*	*
J.H. Baker Jr High**	2	*	*	0	*	*	0	*	*	1	*	*	0	*	*	0	*	*	1	*	*
Magellan**	26	24	92.3	0	*	*	0	*	*	4	*	*	0	*	*	0	*	*	22	21	95.5
Warren	207	71	34.3	6	6	100.0	0	*	*	152	41	27.0	1	*	*	2	*	*	46	22	47.8
Wilson	843	637	75.6	0	*	*	3	*	*	437	274	62.7	17	8	47.1	4	*	*	382	349	91.4

Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
‡ LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 11a. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2001 at End of Grade 9, by LEA and Ethnicity
Western Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**87,061**	**71,204**	**81.8**	**1,492**	**1,021**	**68.4**	**1,255**	**1,037**	**82.6**	**24,113**	**15,895**	**65.9**	**1,714**	**1,080**	**63.0**	**1,074**	**858**	**79.9**	**56,795**	**50,869**	**89.6**
Western Region	**7,112**	**6,267**	**88.1**	**77**	**62**	**80.5**	**33**	**30**	**90.9**	**469**	**343**	**73.1**	**82**	**54**	**65.9**	**67**	**56**	**83.6**	**6,338**	**5,682**	**89.6**
Buncombe	1,894	1,749	92.3	9	7	77.8	16	14	87.5	89	82	92.1	17	17	100.0	20	19	95.0	1,734	1,602	92.4
Asheville City	308	247	80.2	2	*	*	1	*	*	120	81	67.5	10	6	60.0	4	*	*	169	152	89.9
Cherokee	251	233	92.8	1	*	*	1	*	*	1	*	*	5	3	60.0	5	5	100.0	237	221	93.2
Clay	112	99	88.4	3	*	*	0	*	*	0	*	*	0	*	*	0	*	*	105	95	90.5
Graham	80	77	96.3	10	10	100.0	0	*	*	0	*	*	0	*	*	0	*	*	68	65	95.6
Haywood	548	473	86.3	3	*	*	0	*	*	6	4	66.7	5	5	100.0	3	*	*	526	457	86.9
Henderson	888	765	86.1	2	*	*	6	6	100.0	61	33	54.1	30	14	46.7	8	6	75.0	774	700	90.4
Jackson	270	235	87.0	17	15	88.2	1	*	*	2	*	*	0	*	*	3	*	*	246	214	87.0
Macon	321	281	87.5	0	*	*	3	*	*	6	5	83.3	1	*	*	1	*	*	309	273	88.3
Madison	198	167	84.3	1	*	*	0	*	*	2	*	*	1	*	*	2	*	*	192	162	84.4
McDowell	467	392	83.9	1	*	*	5	5	100.0	18	16	88.9	0	*	*	6	6	100.0	436	363	83.3
Mitchell	189	150	79.4	1	*	*	0	*	*	0	*	*	0	*	*	2	*	*	183	145	79.2
Polk	169	156	92.3	1	*	*	0	*	*	16	13	81.3	2	*	*	0	*	*	148	140	94.6
Rutherford	820	695	84.8	2	*	*	0	*	*	125	87	69.6	8	4	50.0	4	*	*	679	597	87.9
Swain	131	118	90.1	22	19	86.4	0	*	*	0	*	*	1	*	*	4	*	*	104	96	92.3
Transylvania	304	276	90.8	2	*	*	0	*	*	19	15	78.9	1	*	*	5	3	60.0	272	251	92.3
Yancey	162	154	95.1	0	*	*	0	*	*	4	*	*	1	*	*	0	*	*	156	149	95.5

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Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
‡ LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
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Data received from LEAs after April 30, 1999 are not included in this table.

Table 11b. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2001 at End of Grade 9, by LEA and Ethnicity
Northwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**87,061**	**71,204**	**81.8**	**1,492**	**1,021**	**68.4**	**1,255**	**1,037**	**82.6**	**24,113**	**15,895**	**65.9**	**1,714**	**1,080**	**63.0**	**1,074**	**858**	**79.9**	**56,795**	**50,869**	**89.6**
Northwest Region	**13,681**	**11,477**	**83.9**	**44**	**25**	**56.8**	**229**	**175**	**76.4**	**2,035**	**1,279**	**62.9**	**277**	**143**	**51.6**	**116**	**89**	**76.7**	**10,919**	**9,717**	**89.0**
Alexander	371	326	87.9	1	*	*	8	6	75.0	18	16	88.9	5	3	60.0	1	*	*	337	298	88.4
Alleghany	109	106	97.2	0	*	*	0	*	*	0	*	*	3	*	*	0	*	*	104	101	97.1
Ashe	267	245	91.8	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	265	243	91.7
Avery	176	138	78.4	0	*	*	0	*	*	2	*	*	2	*	*	1	*	*	169	132	78.1
Burke	659	605	91.8	1	*	*	63	51	81.0	47	42	89.4	8	5	62.5	2	*	*	538	504	93.7
Caldwell	876	681	77.7	5	2	40.0	1	*	*	59	34	57.6	6	2	33.3	8	6	75.0	793	636	80.2
Catawba	1,125	952	84.6	5	3	60.0	44	32	72.7	65	45	69.2	24	13	54.2	13	12	92.3	970	843	86.9
Hickory City	345	286	82.9	0	*	*	23	16	69.6	81	45	55.6	7	5	71.4	3	*	*	228	214	93.9
Newton Conover City	210	179	85.2	0	*	*	12	8	66.7	39	31	79.5	9	4	44.4	1	*	*	148	134	90.5
Davidson	1,353	1,216	89.9	6	4	66.7	5	5	100.0	25	17	68.0	14	12	85.7	5	4	80.0	1,296	1,172	90.4
Lexington City	220	162	73.6	3	*	*	15	12	80.0	93	64	68.8	7	3	42.9	5	4	80.0	96	77	80.2
Thomasville City	129	93	72.1	0	*	*	0	*	*	56	31	55.4	6	2	33.3	2	*	*	65	58	89.2
Davie	386	351	90.9	0	*	*	1	*	*	34	31	91.2	4	*	*	5	5	100.0	339	308	90.9
Winston-Salem/Forsyth	2,992	2,258	75.5	10	4	40.0	28	21	75.0	1,064	618	58.1	85	31	36.5	34	21	61.8	1,750	1,547	88.4
Lift Academy**	7	3	42.9	0	*	*	0	*	*	6	2	33.3	0	*	*	0	*	*	0	*	*
Iredell-Statesville	1,199	915	76.3	4	*	*	12	10	83.3	249	145	58.2	17	6	35.3	8	4	50.0	902	745	82.6
Mooresville City	248	215	86.7	0	*	*	7	7	100.0	54	38	70.4	2	*	*	1	*	*	183	167	91.3
Stokes	535	507	94.8	3	*	*	1	*	*	24	24	100.0	6	3	50.0	6	4	66.7	494	471	95.3
Surry	655	588	89.8	1	*	*	0	*	*	33	27	81.8	28	17	60.7	3	*	*	589	539	91.5
Elkin City	89	87	97.8	0	*	*	1	*	*	3	*	*	0	*	*	0	*	*	85	83	97.6
Mount Airy City	133	110	82.7	1	*	*	3	*	*	15	9	60.0	1	*	*	1	*	*	112	97	86.6
Watauga	406	394	97.0	0	*	*	0	*	*	5	5	100.0	1	*	*	9	9	100.0	387	375	96.9
Wilkes	780	680	87.2	3	*	*	5	3	60.0	41	29	70.7	14	7	50.0	5	4	80.0	711	635	89.3
Yadkin	411	380	92.5	1	*	*	0	*	*	20	19	95.0	28	19	67.9	3	*	*	358	338	94.4

Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
‡ LEA was unable to verify that the numbers of students tested and passing, as presented in this report, match the actual numbers of students tested and passing in their official records.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
Data received from LEAs after April 30, 1999 are not included in this table.

Table 11c. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2001 at End of Grade 9, by LEA and Ethnicity
Southwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**87,061**	**71,204**	**81.8**	**1,492**	**1,021**	**68.4**	**1,255**	**1,037**	**82.6**	**24,113**	**15,895**	**65.9**	**1,714**	**1,080**	**63.0**	**1,074**	**858**	**79.9**	**56,795**	**50,869**	**89.6**
Southwest Region	**17,580**	**14,585**	**83.0**	**192**	**114**	**59.4**	**379**	**319**	**84.2**	**4,704**	**3,171**	**67.4**	**308**	**185**	**60.1**	**108**	**90**	**83.3**	**11,831**	**10,669**	**90.2**
Anson	315	215	68.3	1	*	*	2	*	*	194	112	57.7	0	*	*	0	*	*	116	99	85.3
Cabarrus	1,342	1,164	86.7	9	9	100.0	8	7	87.5	161	96	59.6	23	12	52.2	11	10	90.9	1,124	1,025	91.2
Kannapolis City	310	220	71.0	1	*	*	3	*	*	100	62	62.0	6	2	33.3	3	*	*	195	149	76.4
Cleveland	670	547	81.6	2	*	*	1	*	*	134	90	67.2	6	3	50.0	3	*	*	523	448	85.7
Kings Mountain City	236	190	80.5	1	*	*	3	*	*	64	45	70.3	1	*	*	6	5	83.3	159	136	85.5
Shelby City	220	172	78.2	0	*	*	3	*	*	114	71	62.3	0	*	*	2	*	*	99	95	96.0
Gaston	2,310	1,828	79.1	12	9	75.0	33	25	75.8	438	244	55.7	21	16	76.2	18	15	83.3	1,777	1,513	85.1
Hoke	445	256	57.5	63	15	23.8	1	*	*	223	118	52.9	9	5	55.6	10	8	80.0	137	108	78.8
Lincoln	775	669	86.3	6	3	50.0	4	*	*	67	49	73.1	28	14	50.0	7	6	85.7	661	591	89.4
Charlotte/Mecklenburg	5,092	4,406	86.5	13	11	84.6	264	222	84.1	1,726	1,263	73.2	104	79	76.0	13	12	92.3	2,972	2,819	94.9
Montgomery	321	275	85.7	1	*	*	7	7	100.0	95	77	81.1	19	8	42.1	1	*	*	198	182	91.9
Moore	777	675	86.9	6	5	83.3	3	*	*	190	140	73.7	19	12	63.2	9	8	88.9	546	504	92.3
Richmond	635	468	73.7	16	10	62.5	7	7	100.0	281	173	61.6	6	5	83.3	2	*	*	319	271	85.0
Rowan-Salisbury	1,468	1,222	83.2	3	*	*	14	12	85.7	294	190	64.6	16	12	75.0	6	5	83.3	1,125	994	88.4
Scotland	538	413	76.8	50	40	80.0	2	*	*	253	173	68.4	3	*	*	0	*	*	230	195	84.8
Stanly	744	673	90.5	4	*	*	19	13	68.4	131	106	80.9	12	5	41.7	4	*	*	573	544	94.9
Union	1,382	1,192	86.3	4	*	*	5	5	100.0	239	162	67.8	35	9	25.7	13	10	76.9	1,077	996	92.5

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Table 11d. 1997-98 North Carolina Tests of Computer Skills Percent Passing† (Multiple-Choice and Performance) for the Class of 2001 at End of Grade 9, by LEA and Ethnicity Northeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**87,061**	**71,204**	**81.8**	**1,492**	**1,021**	**68.4**	**1,255**	**1,037**	**82.6**	**24,113**	**15,895**	**65.9**	**1,714**	**1,080**	**63.0**	**1,074**	**858**	**79.9**	**56,795**	**50,869**	**89.6**
Northeast Region	**6,472**	**4,764**	**73.6**	**54**	**34**	**63.0**	**35**	**32**	**91.4**	**3,244**	**1,974**	**60.9**	**48**	**31**	**64.6**	**53**	**45**	**84.9**	**2,972**	**2,605**	**87.7**
Beaufort	515	439	85.2	1	*	*	1	*	*	206	154	74.8	4	*	*	5	4	80.0	285	265	93.0
Bertie	266	181	68.0	1	*	*	0	*	*	219	138	63.0	1	*	*	4	*	*	38	36	94.7
Camden	88	82	93.2	0	*	*	1	*	*	17	17	100.0	0	*	*	1	*	*	69	63	91.3
Edenton/Chowan	188	151	80.3	0	*	*	0	*	*	95	64	67.4	1	*	*	3	*	*	88	84	95.5
Currituck	269	209	77.7	2	*	*	2	*	*	26	17	65.4	2	*	*	3	*	*	229	184	80.3
Dare	345	328	95.1	1	*	*	2	*	*	17	17	100.0	5	5	100.0	0	*	*	319	303	95.0
Edgecombe	561	370	66.0	0	*	*	0	*	*	325	178	54.8	6	4	66.7	2	*	*	228	186	81.6
Gates	143	126	88.1	0	*	*	0	*	*	73	59	80.8	0	*	*	1	*	*	67	65	97.0
Halifax	478	254	53.1	36	21	58.3	1	*	*	402	208	51.7	0	*	*	7	4	57.1	30	20	66.7
Roanoke Rapids City	240	181	75.4	3	*	*	7	7	100.0	44	24	54.5	3	*	*	1	*	*	178	144	80.9
Weldon City	79	32	40.5	0	*	*	0	*	*	67	25	37.3	0	*	*	1	*	*	9	5	55.6
Hertford	329	152	46.2	1	*	*	0	*	*	243	85	35.0	1	*	*	4	*	*	76	59	77.6
Hyde	73	58	79.5	0	*	*	0	*	*	31	20	64.5	0	*	*	1	*	*	41	37	90.2
Martin	381	311	81.6	2	*	*	0	*	*	206	152	73.8	1	*	*	0	*	*	169	155	91.7
Northampton	307	219	71.3	1	*	*	0	*	*	248	170	68.5	0	*	*	0	*	*	56	48	85.7
Elizabeth City/Pasquotank	457	256	56.0	1	*	*	2	*	*	219	90	41.1	5	3	60.0	2	*	*	223	158	70.9
Perquimans	81	61	75.3	0	*	*	0	*	*	35	19	54.3	0	*	*	1	*	*	45	41	91.1
Pitt‡	1,425	1,142	80.1	5	4	80.0	17	17	100.0	622	416	66.9	16	10	62.5	14	11	78.6	738	673	91.2
Right Step**	4	*	*	0	*	*	0	*	*	4	*	*	0	*	*	0	*	*	0	*	*
Tyrrell	51	50	98.0	0	*	*	1	*	*	24	24	100.0	0	*	*	0	*	*	26	25	96.2
Washington	192	161	83.9	0	*	*	1	*	*	121	96	79.3	3	*	*	3	*	*	58	54	93.1

Notes: † These data represent the highest test score of each student for all the test administrations in which the student participated.
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Table 11e. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2001 at End of Grade 9, by LEA and Ethnicity
Southeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**87,061**	**71,204**	**81.8**	**1,492**	**1,021**	**68.4**	**1,255**	**1,037**	**82.6**	**24,113**	**15,895**	**65.9**	**1,714**	**1,080**	**63.0**	**1,074**	**858**	**79.9**	**56,795**	**50,869**	**89.6**
Southeast Region	**16,917**	**13,339**	**78.8**	**999**	**695**	**69.6**	**143**	**124**	**86.7**	**5,828**	**3,881**	**66.6**	**457**	**347**	**75.9**	**391**	**296**	**75.7**	**8,916**	**7,869**	**88.3**
Bladen	429	280	65.3	5	4	80.0	1	*	*	202	87	43.1	2	*	*	0	*	*	218	185	84.9
Brunswick	688	599	87.1	7	6	85.7	2	*	*	183	137	74.9	7	3	42.9	1	*	*	488	452	92.6
Carteret	690	565	81.9	5	3	60.0	2	*	*	78	50	64.1	7	7	100.0	6	6	100.0	578	486	84.1
Columbus	528	444	84.1	38	36	94.7	0	*	*	217	166	76.5	2	*	*	1	*	*	268	238	88.8
Whiteville City	213	187	87.8	3	*	*	0	*	*	82	69	84.1	0	*	*	1	*	*	126	116	92.1
Craven	1,110	941	84.8	6	4	66.7	9	6	66.7	374	271	72.5	23	20	87.0	19	16	84.2	670	616	91.9
Cumberland	3,921	2,998	76.5	85	58	68.2	57	54	94.7	1,679	1,096	65.3	198	161	81.3	159	125	78.6	1,681	1,465	87.2
Duplin	532	445	83.6	0	*	*	0	*	*	194	145	74.7	18	12	66.7	1	*	*	317	286	90.2
Greene	240	175	72.9	0	*	*	0	*	*	127	83	65.4	10	5	50.0	2	*	*	95	82	86.3
Jones	127	102	80.3	1	*	*	0	*	*	61	43	70.5	0	*	*	1	*	*	64	58	90.6
Lenoir	672	533	79.3	3	*	*	3	*	*	330	236	71.5	5	3	60.0	8	6	75.0	319	281	88.1
New Hanover	1,507	1,304	86.5	13	13	100.0	12	9	75.0	380	266	70.0	12	11	91.7	15	13	86.7	1,058	978	92.4
Onslow	1,653	1,359	82.2	12	11	91.7	28	27	96.4	346	215	62.1	66	51	77.3	78	60	76.9	1,095	974	88.9
Pamlico	167	160	95.8	1	*	*	0	*	*	70	65	92.9	1	*	*	2	*	*	93	92	98.9
Pender‡	497	315	63.4	0	*	*	2	*	*	159	70	44.0	8	6	75.0	5	2	40.0	317	235	74.1
Robeson	1,781	1,224	68.7	803	539	67.1	8	7	87.5	479	292	61.0	23	16	69.6	45	25	55.6	414	338	81.6
Sampson	594	483	81.3	7	6	85.7	1	*	*	236	173	73.3	34	19	55.9	13	10	76.9	299	271	90.6
Clinton City	177	151	85.3	8	7	87.5	1	*	*	84	67	79.8	6	4	66.7	3	*	*	75	69	92.0
Wayne	1,391	1,074	77.2	2	*	*	17	14	82.4	547	350	64.0	35	24	68.6	31	26	83.9	741	647	87.3

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Table 11f. 1997-98 North Carolina Tests of Computer Skills
Percent Passing† (Multiple-Choice and Performance)
for the Class of 2001 at End of Grade 9, by LEA and Ethnicity
Central Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**87,061**	**71,204**	**81.8**	**1,492**	**1,021**	**68.4**	**1,255**	**1,037**	**82.6**	**24,113**	**15,895**	**65.9**	**1,714**	**1,080**	**63.0**	**1,074**	**858**	**79.9**	**56,795**	**50,869**	**89.6**
Central Region	**25,299**	**20,772**	**82.1**	**126**	**91**	**72.2**	**436**	**357**	**81.9**	**7,833**	**5,247**	**67.0**	**542**	**320**	**59.0**	**339**	**282**	**83.2**	**15,819**	**14,327**	**90.6**
Alamance-Burlington	1,339	1,081	80.7	5	4	80.0	13	10	76.9	288	192	66.7	41	21	51.2	9	8	88.9	975	841	86.3
Lakeside School**	3	*	*	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	1	*	*
Caswell	276	222	80.4	0	*	*	0	*	*	132	94	71.2	1	*	*	3	*	*	140	125	89.3
Chatham	459	402	87.6	0	*	*	1	*	*	107	80	74.8	16	10	62.5	2	*	*	332	308	92.8
Durham‡	1,938	1,493	77.0	7	5	71.4	33	31	93.9	975	640	65.6	38	26	68.4	36	32	88.9	825	746	90.4
Franklin	555	412	74.2	7	4	57.1	0	*	*	222	139	62.6	0	*	*	9	6	66.7	309	260	84.1
Granville	532	418	78.6	2	*	*	2	*	*	194	121	62.4	4	*	*	8	5	62.5	319	288	90.3
Guilford	4,486	3,685	82.1	22	13	59.1	150	105	70.0	1,583	1,099	69.4	70	46	65.7	66	54	81.8	2,576	2,354	91.4
Harnett	1,029	882	85.7	16	13	81.3	7	7	100.0	296	221	74.7	26	19	73.1	30	27	90.0	649	591	91.1
Johnston‡	1,236	1,076	87.1	10	10	100.0	0	*	*	243	182	74.9	44	27	61.4	8	5	62.5	919	846	92.1
Lee	652	526	80.7	1	*	*	5	3	60.0	188	131	69.7	64	29	45.3	3	*	*	389	357	91.8
Nash-Rocky Mount	1,064	887	83.4	3	*	*	10	8	80.0	489	344	70.3	13	10	76.9	7	5	71.4	533	511	95.9
Orange	403	363	90.1	0	*	*	1	*	*	87	70	80.5	5	3	60.0	3	*	*	303	282	93.1
Chapel Hill-Carrboro City	663	601	90.6	1	*	*	30	29	96.7	99	61	61.6	16	10	62.5	23	21	91.3	479	467	97.5
Person	422	349	82.7	4	*	*	0	*	*	147	110	74.8	9	4	44.4	4	*	*	256	228	89.1
Randolph	1,098	933	85.0	3	*	*	7	5	71.4	59	45	76.3	27	13	48.1	3	*	*	999	867	86.8
Asheboro City	254	217	85.4	2	*	*	1	*	*	51	38	74.5	16	12	75.0	2	*	*	176	158	89.8
Rockingham	991	804	81.1	6	6	100.0	6	6	100.0	231	171	74.0	14	6	42.9	10	7	70.0	722	606	83.9
Vance	479	326	68.1	1	*	*	3	*	*	288	165	57.3	3	*	*	3	*	*	179	153	85.5
Wake‡	6,229	5,205	83.6	16	12	75.0	164	145	88.4	1,503	924	61.5	111	74	66.7	105	90	85.7	4,257	3,898	91.6
Warren	270	146	54.1	14	5	35.7	0	*	*	190	98	51.6	5	0	0.0	3	*	*	57	40	70.2
Wilson	921	742	80.6	6	4	66.7	3	*	*	459	321	69.9	19	8	42.1	2	*	*	424	400	94.3

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*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to Total Number Tested and Total Number Passing because students may not have coded in an ethnic category.
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Sample Questions for the North Carolina Tests of Computer Skills

V. Sample Test Questions

North Carolina Tests of Computer Skills

Multiple-Choice Test This test consists of 70 questions that ask you about the use of computers in society, hardware and software components, keyboarding, and how to use specific software applications—word processing, database, spreadsheet, and telecomputing.

Directions: To answer a question, first decide which is the ***best*** answer choice for a particular question. Then, find the question number on your answer grid (below) and make a mark in the circle containing the letter of the correct answer. Remember to mark only one answer for each question.

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Performance Test This test consists of four parts—Keyboarding Techniques, Word Processing/Editing, Database Use, and Spreadsheet Use—that assess how well you can use specific software applications.

Directions: Read the directions at the beginning of each part. Then complete the task or questions. For the Keyboarding Techniques and Word Processing/Editing parts you must print out your work. For the Database Use and Spreadsheet Use parts you should mark your answers in the space provided next to each question.

Multiple-Choice Test

1. Doing research by using an on-line database instead of a printed set of similar information offers which advantage?

   A more current information

   B better charts

   C easier to understand tables

   D more legible diagrams

2. Upon walking into Mr. Johnson's workroom, Daryl saw a test for tomorrow on the computer screen. Which of the following can Daryl ethically do?

   A Correct obvious errors on the test to help Mr. Johnson avoid embarrassment.

   B Read the questions as a study guide.

   C Add a few well-chosen questions that Mr. Johnson left out.

   D Leave the room without reading the test questions.

3. What is the function of a disk drive?

   A to print sheets of paper

   B to read from or write information to a floppy disk

   C to display information or pictures on a screen

   D to calculate numbers

4. For a social studies report, Fred needs to illustrate the products of North Carolina with pictures and comparison graphs. He would ***most likely*** use which software programs?

   A spreadsheet and statistical

   B spreadsheet and database

   C graphing and clip art

   D clip art and drawing

5. For correct keyboarding, what is the recommended placement of fingers on the home row keys?

   A fingers of the left hand on A-S-D-F and fingers on the right hand on J-K-L-;

   B fingers of the right hand on A-S-D-F and fingers on the left hand on J-K-L-;

   C fingers of the left hand on A-S-E-F and fingers on the right hand on J-K-O-P

   D fingers of the left hand on Q-W-E-R and fingers on the right hand on U-I-O-P

6. Jim is typing a song on his word processor. The song has four verses, and the chorus is repeated after each verse. What would be the ***most efficient*** way to enter the song, making sure the chorus is repeated after each verse?

   A type the chorus four times

   B copy the chorus on a copy machine and then cut and paste it into his document

   C use the Copy Command on his word processor

   D highlight the text and change it to **Bold**

7. Which is ***not*** an advantage of using computerized spreadsheets?

   A speed of calculation

   B flexibility of moving entries

   C cost of initial set-up

   D ability to generate tables

8. Bob Smith plans to run for governor of North Carolina. One part of his platform deals with increasing medical services to rural areas. Which of the following will ***best*** help determine where money should be spent to open clinics?

   A Search a NC database for type of community = "rural" and then Sort on the field showing the number of doctors.

   B Sort a NC database on the type of community and then Search number of doctors < = 5.

   C Search a NC database for type of community = "rural" and then Search number of doctors < = 5.

   D Sort a NC database on the type of community and then Sort on the field showing the number of doctors.

9. Using an electronic bulletin board, Andy can do all of the following ***except*** which one?

   A send private messages to a friend

   B send a public message to friends interested in one topic

   C send pictures to a friend

   D send a package to a friend

Performance Test
Part I: Keyboarding Techniques

Directions:

1. Key as accurately as possible the paragraphs below. Remember to use correct keyboarding techniques. Note: Do not worry about any differences in word wrap between what you type and how the paragraphs appear on this page.
2. When you have finished keying the paragraphs, print your work.

USING DATABASES IN THE SOCIAL STUDIES CLASS

In our eighth grade social studies class we are using computers with a database program. When we need information on a country, we look up the name of the country on an atlas program. We have six different diskettes.

Yesterday, we were doing a project on the United States of America. One of our assignments was to find the following:

North Carolina
Utah
New Mexico
Vermont
Florida
Texas.

71

Performance Test
Part II: Word Processing/Editing

Directions:

1. Edit the paragraph below. You may use the "Edit Symbol Reference Table" provided below if you need assistance.
2. When you have finished editing the paragraph, print your work.

Edit Symbol Reference Table

≡ capitalize	]C[center
lc lower case	] indent
ℓ delete	^ insert
— replace word	♂ move
# ^ insert space	♂ SP spell out
¶ new paragraph	

] USING DATABASES FOR SOCIAL STUDIES [

In our eighth grade social studies class we are using computers with a database program. When we need information on a country, we look up the# name of the country on an atlas program. We have six different diskettes.

Performance Test
Part III: Database Use

Directions: Use your database program and the file called PLANETS.

1. Read the *scenario*.
2. Use the database file to respond to the questions below.
3. When asked to "describe the steps you took to find your answer," use appropriate database terms. For example, "Sorted the Number of Moons field in descending order" or "Searched the Number of Moons field for all records greater than 2."

Scenario:

Your eighth grade science classes have entered a contest to build a new solar system. Before you start making planets for the solar system in your class, you must gather data on each planet. Use the database PLANETS to find the data you need.

Sample Record from PLANETS Database.

Planet:	Earth
Prob Temp (F):	72
Number of Moons:	1
Length of Year:	365.3
Gravity at Surf:	1
Dist from Sun:	93,000,000
Atmosphere:	nitrogen, oxygen, carbon dioxide, water vapor

_____ 1. Which planet has the smallest Gravity at Surface?

_____ 2. Which planet, with surface gravity (Gravity at Surf) of at least 1.10, has the most moons?

Explanation: Use database terms to describe the steps you took to find your answer.

_____

_____

_____

Performance Test
Part IV: Spreadsheet Use

Directions: Use your spreadsheet program and the file called NUTRIENTS.

1. Read the *scenario*.
2. Use the spreadsheet file to respond to the questions below.

Scenario:

The school cafeteria staff is letting your class plan the meals for a week. You can serve pizza, but you also must serve one plate of "regular" food. Use the spreadsheet NUTRIENTS to help plan the meals.

Excerpt from NUTRIENTS Spreadsheet.

Item	Qty. Servings	Protein (grams)	Vitamin C (mg)	Calcium (mg)	Iron (mg)
Chicken Drumstick	0	0	0	0	0
Hamburger Patty	0	0	0	0	0
Fresh Spinach	0	0	0	0	0
Baked Potato	0	0	0	0	0
Fresh Corn	0	0	0	0	0
Cooked Fresh Carrots	0	0	0	0	0
Raw Cabbage	0	0	0	0	0
Banana	0	0	0	0	0
Apple	0	0	0	0	0
Total Nutrients:		0	0	0	0

_____ 1. How many milligrams (mg) of Iron are in 2 Bananas and 4 servings of Fresh Spinach?

_____ 2. How many servings of Cooked Fresh Carrots will give the same amount of calcium as 24 servings of Apples?

Answers to Sample Tests and Notes

Multiple-Choice Test

1. The correct answer is A. This question measures how well you understand how computers are used as a tool for accessing information.

2. The correct answer is D. This question measures how well you understand the ethical use of computers and respect the computer-generated work of others.

3. The correct answer is B. This question measures your understanding of the components of a computer—hardware and software. You may also be asked about other physical components of a computer, their function, and use.

4. The correct answer is C. This question measures your knowledge of the use of software in various subjects to solve problems. You may also be asked about other types of software, e.g., probeware used in science, database programs in social studies.

5. The correct answer is A. This question measures your knowledge of correct keyboarding skills and finger placement on the home row keys.

6. The correct answer is C. This question measures you ability to use the Copy and Paste functions while word processing. You may also be asked about other functions (e.g., Move, Print) and utilities (e.g., spell checker, grammar checker), and about producing desktop published documents.

7. The correct answer is C. This question measures your understanding of the advantages (or disadvantages) of using a computerized spreadsheet versus a printed spreadsheet. You may also be asked to use a spreadsheet to test simple "What if?" statements.

8. The correct answer is A. This question measures your ability to use sorting and searching techniques to solve a problem while using a database program.

9. The correct answer is D. This question measures your understanding of how an electronic bulletin board works.

Performance Test

Part I: Keyboarding Techniques. This task is scored for typing accuracy, spacing, and length.

Part II: Word Processing/Editing. This task is scored for the number of correct edits and if other errors are made while editing.

Part III: Database Use.

1. The correct answer is "Pluto." This question measures your ability to Sort a database.

2. The correct answer is "Saturn." Your answer is also scored for how well you explain how you determined your answer to the question ("I searched the field Gravity at Surf > or = 1.10 and then sorted the records on the field Number of Moons in descending order.") This question measures your ability to use searching and sorting techniques to solve a problem.

Part IV: Spreadsheet Use.

1. The correct answer is 6.8. This question measures your ability to use a spreadsheet to test simple "What if?" statements.

2. The correct answer is 5. This question also measures your ability to use a spreadsheet to test simple "What if?" statements.

Appendix

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List of Charter Schools

Arapahoe Charter School
Bonner Academy
Bridges
Bright Horizons Charter Academy
Carter G. Woodson School of Challenge
Chatham Charter School
The Children's Village Academy
Communities in Schools Academy (CIS)
The Community Charter School
The Downtown Middle School
Durham Community Charter
Englemann School of the Arts and Sciences
Exploris Middle School
Francine Delaney New School for Children
Grandfather Academy
Healthy Start Academy Charter Elementary
Highland Kindergarten
John H. Baker, Jr. High School
Lakeside School
The Learning Center
Lift Academy
Magellan Charter School
Nguzo Saba Charter School
The Odyssey
Orange County Charter School
Quality Education Academy
Right Step Academy
Rocky Mount Charter Public School
Sallie B. Howard School
School in the Community
School of Mathematics, Arts, Sciences, and Technology
Sterling Montessori Academy
Summit Charter School
United Children Ability Nook (UCAN)
Village Charter School